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TECHNICAL PUBLICATION: "CASE AND REFERENCE MATERIALS FOR CAREER GUIDANCE TEACHING"

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Foreward

This paper on "Case and Reference Materials for career Guidance Teaching" is an attempt to present cases, or case studies to teachers, counsellors and other personnel involved in guidance and counselling services for their use in group counselling therapy, group discussion, role play and as reference materials for problem analysis exercises.

A few of the case studies, are cases that were prepared and presented by participants during national workshops on guidance and counselling organized and conducted by the United Nations Economic Commission for Africa in Liberia, Malawa, Kenya and Tanzania. The cases are hypothetical cases and bear no semblance to true incidences. The cases selected and presented in this paper represent various problems ranging from problems faced by students in schools, to problems at work, social and family problems. From a guidance and counselling perspective, they represent a justification and urgent need for the development of viable guidance and counselling services in school, employment services, social and community services as well as the need to train counsellors to deal with numerous cases such as those presented in this paper.

I. Introduction

Case study has evolved as (yet another alternative) teaching device that if used effectively, obliges the student to apply theory to practice. The use of case study or case method as a teaching device originated and was developed by among the following schools:

(i) Havard University - The Havard approach is the oldest and most respected form of case method. This case method was first developed in 1880's at the Havard Law School. This non-directive way of helping students (according to Robert L. Graig and Lester R. Bittel) to think for themselves, slowly won acceptance in law, medicine, business administration and social work. A major objective of the Havard approach is that students should learn for themselves by independent thinking discerning in "the ever-tangled skein of human affairs" (Paul Pigors, and Faith Pigors) principles and ideas which have lasting validity and general applicability. According to the Havard case approach the teacher functions as a catalyst. He signs cases for study and provides a permissive environment for group discussion. His objective is to guide the learning - teaching process. This accordingly, helps students to discover for themselves the facts and ideas displayed in case reports which are most meaningful for them.

(ii) The Wharton School approach - This involves "Live" cases. A "Live" case (Graig and Bittel) is a report of events that have just happened or events that are still going on. At the Wharton School, such reports are presented by an executive from the organization where the case situation developed and where the problem was (or is being) tackled.

Major objectives of the live case approach include giving students/clients up-to-date factual information to start from, providing an interim exercise in problem solving (both in working groups and by writing individual reports), and offering opportunities to compare and appraise a variety of solutions for each problem being analyzed (hypothetical solutions worked out in the study group and management solutions that have actually been applied). (Paut Pigors).

Some of the advantages of using this approach is that it saves the discussion leader and the instructor alike from the pit falls encountered when taking illegitimate shortcuts. Other advantages include a short homework requirement to start with, a leader with first hand knowledge of the facts to talk with (in developing an oral presentation) and live problems to work with in analyzing each case. Therefore, the prodecure for using this approach would require that students or clients are given the statement of a case problem before the discussion day. In this case, students are expected to study the case in advance and prepare themselves for the classroom discussion with the executive. During the next classroom discussion, the executive directs the discussion by first reviewing the problem and by answering students questions.

Students are then given the opportunity to study the case, each prepare a report and then the reports are discussed in small groups with a student leading the discussion. The best reports are then collected by the instructor for the executing review. Finally, another session is held with the students and executive. The executive gives his own comments on the reports and gives his own solutions but at the end a general discussion of solutions is held and conclusions are reached.

The above mentioned two (examples) approaches of using cases as written materials, reports and or "live" cases are being widely used particularly in management education and training programmes both for undergraduate students and practising executives with managerial experiences. Following the pioneering example of the Havard University Graduate School of Business Administration for instance, a number of management educators have demonstrated their faith in the case method successfully teaching management and administration courses by this approach alone.

The case method whether one follows the Havard School or the Wharton School approach or any other is based on the belief that participants in management education for example can efficiently improve their understanding of the management process and enhance their competence by studying, contemplating and discussing actual situations. The rigorous (according to John I. Reynolds) analysis required, especially in the longer and complex cases, is said to develop the skills of logical thinking, of searching for relevant information, of analysing and evaluating facts and of drawing conclusions needed for managerial decisions. The experience it gives in arguing a viewpoint before ones' peers also develops the ability to communicate clearly, to consider the views of others and being able to appreciate the force of other peoples' feelings and willings to adjust and to arrive at solutions that would gain collective support.

Following the above examples of the case method, that is the Havard case approach and the Wharton School case approach, this paper has been written in an attempt to present the use of case method or technique to counsellors and individual teachers involved in the provision of guidance and counselling services, trainers and trainees in guidance and counselling programme, occupational guidance officers, social and community workers. The possible use of materials presented in this paper is by teacher guidance counsellers during group counselling sessions and free discussion groups; group counselling and discussion sessions by social and community workers; group discussion by employment officers with employees; school nurses and doctors; also for self-development as a counsellor as well as anybody who falls in the categories mentioned above may find this useful if he is looking for practical guidance and references related to the case method.

The second possible use is in connexion with workshops and seminars aimed at enhancing learning and teaching skills; in teacher training colleges with a view to imparting guidance and counselling skills and techniques by the use of case studies and case histories in guidance and counselling programmes. While the beneficaries to this paper will include counsellees as employees in the working situation; counsellees in a social situation by social workers, psychiatrists and many others. In general, the cases presented in this paper will interest teachers, employment officers, parents, administrators and other individuals, professionals responsible for the provision and development of guidance and counselling services.

II. The counsellor in the case method

Counsellors, social workers, occupational guidance officers, nurses, teachers, administrators and so forth are very often confronted with human cases which require analysis, practical judgement, decision making, problem solving and treatment. Because of the nature of their work, an understanding of the use of case incidences and case histories in a counselling session is necessary. A guidance counsellor may use case study materials or information during group counselling or discussion sessions. He may also use a case history data as reference materials when a client is referred to a specialist for further treatment and so forth. A distinction between a case history and a case method is explained below.

Case histories are data collected (through observation, studies and or psychological tests administered to an individual) and contain information about an individual. The data may include: the statement of the problem; personal and home/family information; educational history; work history and experience; psychological tests; counsellors summary and report; teachers' observation and reports; employers report; health records; school principal's report and others. Case histories are for example used by doctors, counsellors, teachers, school principals, director, employers etc. to determine treatment, further analysis, research, assessment and placement of individuals in schools, employment, selection of individuals for training programmes etc.

Confidentiality in case histories is very necessary and important. A counsellor should not disclose to anyone recorded facts about his counsellee except for referral purposes and with the agreement of the counsellee.

In the light of the above, the use of case histories especially where psychological data and other information of disturbance and emotional in nature are concerned, may be restricted to specialists and to those in certain positions who may require the information for the purpose of placement, selection, decision making and so forth. The counsellor and or the guidance teacher using case histories will have to safeguard certain information of individual incidences including the identify of the individual and ensure that information used for purpose of analysis is not abused or misused by those using the data for analysis and problem solving purposes.

A case study or incidence on the other hand is a description of a situation presenting a problem for decision making and or for solutions. A case then is an attempt to present typical problems to the students/counsellees and others for further specification, analysis, discussion and decision making. It is also a tool both for the development of conceptual thinking and as a means of assessing whether or not students/counsellees are thinking conceptually. Cases come in a variety of forms and can be used in a number of different ways.

For example, a guidance teacher or counsellor may use case incidences during group counselling sessions or in a group discussion session. The guidance teacher must be skilled in enabling the group to become a task-oriented, problem-solving group with opportunities for each individual member of the group to grow in positive attitudes, values, towards others and an understanding of themselves as they interact in the group. This provides the students/

counsellees (i.e. thr group involved in a case discussion) the opportunity to test students' ability to interpret data and to integrate available data projection of student's own problems into the case discussion and the motivations of individual students as they participate in the group discussion. Case study method within student group discussions can also aid students to understand a content of measurement and individual differences.

Role playing is another way by which a counsellor may use in a case study problem-solving approach. Students enjoy being offered opportunities to defend their opinions in live, nearly real situations. Role playing programmes with psychological test data can provide such meaningful opportunities.

Case histories and case studies may be used for staff case meeting or conferences. Case conferences may involve the counsellors, guidance personnel, teachers, school nurse or doctor, matron and other staff. The staff case conference (as a group) may be used to: (i) provide for individual problem-solving in student cases; (ii) promote in-service growth on the part of guidance, teaching and other professional as well as non-professional personnel and (iii) promote functional understanding of all which can be made by all persons within a school system. The leader of the case conference, whether he be the guidance director, counsellor or faculty advisor must be skilled in enabling the group to become task-oriented, problem-solving group with opportunities for each member to grow in positive attitudes and values towards students. Staff case conferences can also help the participants to understand and aid students/counsellees, and to appreciate other persons' approaches to problem-solving. Case conferences can raise the level of co-operation among staff and faculty and can promote human relations values.

The understanding of the educational transactions that actually take place when case study is used and with how students, teacher counsellors' perceptions may change over time, seem a more important and apropriate way to think of case study as a method in guidance services. Accordingly, since guidance and counselling is a helping process for: assisting students/counsellees, providing them with necessary information and alternatives for decision making, self-awarness and coping with work, academic demands etc, the use of cases as counselling techniques would be useful for counsellees' development in decision making for subject/career and vocational choice, self understanding and coping.

Case study materials/reports etc. could be used in small groups of a guidance and counselling session. This case method when properly handled has several distinct advantages over other guidance and counselling techniques: (i) it encourages the students/clients to participate in the situation through the interest it generates, (ii) it may change particular attitudes, revealing hidden personal assumptions, values and prejudices that are important as well as making judgements and creative thinking, (iii) it leads to logical thought-out solutions to many sided problems, and (iv) it brings into practice much of the subject matter experienced in classroom work, in teacher-students relationship, in employment and social situation etc.

III. Approaches to Case Method in Guidance and Counselling

In a group counselling session within the classroom, employment and social situation, or in a group therapy or occupational therapy as is done in mental institutions for example; case study could be approached in many ways. Below is a range of possible settings in which case study or the use of cases could be approached.

(a) Brain-storming: For brain storming approach for example, a one paragraph statement on some real social, employment or academic problems could be used to promote divergent thought amongst students/counsellees. This may involve an intensive discussion in which spontaneous suggestions as solutions to a problem are received uncritically.

Possible objectives - Possible objectives to (a) above may include new ideas, creative thinking, problem solving and decision taking.

(b) Case discussion: In a case discussion approach, the discussion is focussed on the problem(s). The whole group working as a single unit, everyone paying attention on the same item and all members working together at the same level of abstraction. Discussion can best contribute to learning when group members are talking, listening and interpreting in ways that characterize team work. The atmosphere of discussion should be free, informal and experimental. Participants are free to speak ones' mind when necessary even disagreeing without regard to the status of the speaker with whom one disagrees. This discussion approach could be non-directive as in the case of the Havard Method or more directive as in the case of the Wharton School Method.

Possible objectives to (b) above involve understanding complex inter-relationships; application of principles and decision taking.

(c) Free group discussion: This is a learning situation in which the topic and direction are controlled by the clients/counsellees group while the counsellor observes. An example to this approach is "the client - centred approach" as in the case of the Rogerian Approach and the non-directive approach of the Havard Method. In this approach, the counsellor using the case method plays the role of an impartial judge, leaving the freedom to his clients to inter-act, exchange ideas, make judgements etc. While the counsellor may from time to time during clients' interchange artfully make a remark or ask probing questions that may force clients to expand their arguments and thinking.

Possible objectives to (c) above include change in attitudes, feelings, human awareness, encouragement in participation, leadership identification and training etc.

(d) Problem centred groups. In this approach the group (of participants/ clients) which may be 4-10 in number has a specific task or a common problem to discuss. For example a group of employees in a certain industrial plant may discuss as a common problem "demands for wage increases or safety programmes in the industrial plant". The degree of progress in the group towards its stated task-centred or problem centred goal can help to determine whether success or failure is in store for the persons associated in the common task or common problem.

Possible objectives to (d) above include evaluation, decision making, analytical thinking and application of principles.

(e) Role play or simulation and games. In this approach, a real situation or a problem is duplicated in its essential features in the form of a game or role play. In extreme instances, the counsellor may set up role - playing exercises (as a test of skill in case analysis) in which one group makes a formal presentation from the front of the classroom or any rooms used for counselling sessions, and the other group takes the role of a critical audience, putting forward questions or counter arguments.

Possible objectives in (e) above may include empathy, self-awareness, attitude change, vocational skill etc.

The above list of approaches (a, b, c, d and e) provides a range of possible settings in which case study could be used in group therapy, occupational therapy and any other group counselling sessions. These approaches whether set in a form of role playing, free discussion group,brain storming and so forth are geared toward skill development as an important objective of training; make it possible for participants/ counsellees to practice skills without anyone getting hurt in the process; make provision for a free exchange of views through discussion, and reflect a high interest factor through personal involvement. It should also be recognized and realized that each counsellee is "participating" in the situation even while remaining silent. Each one should be listening actively to every other counsellees' contribution to the discussion, constantly comparing - what is being said with his own ideas and analysis.

The skills in analysis, decision making, oral presentation of your own position and synthesis of a plan through compromise are all skills that are much in demand in the real world and could be acquired through the case method.

IV. The procedure in implementing the case method

Whatever approach the counsellor may wish to use in handling cases in a group counselling session, certain procedure and or steps may be followed in order to make an analysis of the case situation, possible solutions and alternative courses of action. The following procedure and or steps may be followed:

Step I. The incident or case itself . Each counsellee or member of the group studies the written incident in order to understand and get the full impact of the incident being dealt with. He may ask himself what seems to be going on? What are the facts and how are they related in the particular incident? What are the causes and effects? etc. Copies of the case (under study) should be passed out to counsellees in advance may be few days or one week to provide counsellees the opportunity to read and study the case carefully. On discussion day, the counsellor should introduce the problem to the counsellee group.

Step II. Problem specification. Having read the incident carefully, factual information get organized and group members address questions such as "what are the problems or issues we are dealing with? Does the case provide adequate data or information for dealing with these issues? Group leaders if any should also be prepared to introduce the case and allow the group to address questions, comments etc.

Step III. Diagnosis and analysis. Problems are then separated into areas having a bearing on them. These are analyzed in detail by identifying difficulties; trying to understand how they developed in an incident and what was accountable;the behaviour of human beings involved in the incident etc.

Step IV. Decisions, suggestions and recommendations. Having analyzed the problems in detail, and recommendations are made which should suggest solutions to the problems suggested or identified in Step II above.

Step V. List possible alternative courses of action. Some cases may contain a good deal of information about alternatives but in other instances, the case may be silent about potential alternatives and their outcomes. This may be particularly true of cases dealing with human relations. What ever the case may be, possible alternative courses of action or follow-up actions may be listed for counsellees follow-up actions to the incident just studied.

The above steps are among the various steps which a counsellor, teacher and or social worker may follow in using cases or incidences during group counselling sessions and or other group discussion sessions. By following these steps or any other similar steps the counsellees/clients develop the skills of logical thinking, of searching for relevant information of analysing and evaluating facts and of drawing conclusions needed for decision making and problem solving. The experience it gives in arguing a view point before ones' peers also develops the ability to communicate clearly, to consider the views of others and to arrive at solutions that would gain collective support.

The following pages present cases incidences and or case histories that illustrate or present problems of the most common type experienced by teachers, parents, students, youth, social workers, counsellors, employees and so forth. They are case histories and incidences which focus on various problems for discussion, analysis, evaluation, decision making and for follow-up actions.

The first four cases or incidences involve incidences that are relevant to the classroom, school, subject choice, vocational choice etc.situation. They reflect the teacher-pupil(s), teacher-parent(s), parent(s)-child relationships and their expectations about school, work, perceptions of the pupil(s) towards teacher(s), parents etc. The incidences also illustrate the importance of providing guidance and counselling service in schools as a way of preparing youth for occupational choice as well as for smooth transition from school into the world of work.

The second four critical incidences are relevant and may be commonly experienced within the work place. They depict work problems experienced by employees, job seekers etc. They also show the employer and employees relationship and they show the kind of personal conflicts that arise in a working situation among employees and between employee and the employer.

The third part of four critical incidences illustrate incidences experienced in the social situation. These are daily problems encountered by adults, youth, men and women in their efforts to sustain family life, friendship, parent-child relationship, traditional values, rites, initiation ceremonies and other community responsibilities.

The critical incidences presented in this paper are not real incidences presenting a real on going situation but merely imaginary cases and any semblance to a real case is by mere coincidence. The questions presented at the end of each case are merely suggestions to help the counsellor, guidance teacher and/or employment guidance officer using the material to formulate his/her own probing questions that might force counsellees to expand their own arguments and thinking. A list of things to be done by both the counsellor and the counsellees after a case has been discussed, analyzed and a decision taken has also been given for follow-up actions. This part is very important because it gives counsellors and counsellees in particular the opportunity to search for facts, relevant information, and to relate such facts or information to the incidence. It is also a practical learning experience giving counsellees an understanding about how facts are related in the particular case situation that is cause and effect.

V. The incident - Case I - Kato's Problem

Kato is a nice boy about 15 years old. His father is dead so he has to work for money during school holidays and sometimes in between to pay his tuition in school as well as help his mother. Kato is now completing Form II and will soon have to choose his subject combination for his "O" level examination in Form IV. He has been taking all the subjedts required for all pupils but he is very interested in medicine. He says he would like to be a doctor. He does fairly well in his studies and hopes to pass well in his "O" level examination. He and his mother are anxious that he should go for "A" level and are also concerned about his entering college because Kato does not have enough money to go through college and medical school.

(a) Case analysis and discussion

Let clients/students study the case and the counsellor may use the procedure or steps listed in the previous pages (Steps I-V) for solutions or decision making. Possible setting may include: brain-storming, free group discussion and role play.

(b) Suggested questions for discussion

(i) What academic preparation would Kato need in order to be a doctor?, a nurse? or a laboratory technician?

(ii) Because of his financial situation, should he lower his goal and plan to be a dresser or nurse?

(iii) If he had to leave school before "A" level, could he go on learning for his chosen vocation? if so how?

(iv) Should Kato go to medical school or should he go to the school of nursing?

(v) If he decides to take nursing, could he later become a doctor?

(vi) In what ways could Kato's mother help him achieve or fulfil his desire to be a doctor?

(c) Things to do by Counsellees

(i) Make a list of subject combination required (at secondary school level) for the study of medicine, nursing and laboratory technician.

(ii) Make a list of the various areas of specialization in medicine as well as the responsibilities and duties of a general practioner; the work of a nurse and that of a technician.

(iii) Find out how much it would cost to go to medical school in your own country and abroad.

(iv) Find out and list the various organizations, foundations etc. which assist students, in need like Kato or other scholarships which could be made available to needy people.

(d) Things to do the Counsellor

(i) Make a data analysis of the information provided by counsellees in (i) to (iv) above and discuss this with them.

(ii) Invite a doctor (general practitioner),a nurse and a laboratory technician (the three may be invited at the same time to form a panel of discussion) to come and speak to the counsellees about the requirement of a doctor, a nurse and a technician and the various conditions attached to each as well as job prospects, opportunities benefits, disadvantages and difficulties etc.

CASE II

VI. Mark's mother wants Mark to have a "white collar" job. She says "there is prestige to a "white collar" job. I do not want him to have a job where he will be getting dirty all the time. I want him to wear good clothes and associate with nice people all the time. I know he has not liked high school and that his marks have been poor,but I think if he got to college he would work harder and do well. I want him to be a lawyer or a doctor. He wants to be a machinst or an electrician. He says he will make more money as a skilled worker, but I tell him he is got to be something we can be proud of. He has got to go to college and be something".

Possible setting may include: Brain-storming, group discussion and role play.

Case Analysis

The clients/students

(a) Let students/clients read the case carefully with understanding

(b) Identify the problem(s) and issues

(c) Discuss the issues and give sugg suggestions, recommendations to the solution of the problems

Suggested questions for discussion

(a) Why do you think Mark's mother feels as she does about the "white collars" job? Is she unusual in her feelings on this subject?

(b) What do you think about the statement, "he hasn't liked high school and his marks are poor, but I think if he went to college, he would work harder and do well"?

(c) What are the subject combination necessary required for admission to the university to study law? (the national university of the counsellees respective country).

(d) If you were Mark's friend, what would you advise him?

The Counsellor

(a) If you were Mark's counsellor, would you agree or disagree with his mother? what suggestions and information would you give to Mark's mother ?

Things to do by counsellees

For practical purposes, let students/ clients do the following:

(a) Make a list of subject combination required for the study of law and electrical engineering at the university

(b) Write one sentence or two describing the work of (i) a lawyer and (ii) an electrician

(c) List three occupations you would like to take up and give reasons for taking up these. Also indicate after each how the various subjects you are taking in school or have taken will help you to prepare for these occupations.

Things to do

(a) If there is a law court within the school community or the town in which the school is located, make arrangements for your students/ clients visit the law court to observe how laws are interpreted etc..

The Counsellor	Things to do
(b) What would you tell Mark's mother about the salary and working conditions of a machinist or an electrician, a lawyer? etc.	(b) Invite a magistrate court, a lawyer etc to speak to the students about the requirements for the legal profession, the various work of a lawyer, the earnings and the National Bar Association if there is an established one.
	(c) Invite an electrician or a machinist to come and speak to the students/ clients about their job and the various job conditions and subject requirements for studying machinical and electrical engineering.

General discussion

Before a lawyer or an electrician is invited to come and speak to the students, the counsellor and the students/clients may discuss the two subjects before listening to the professionals. The objective here would be to find out how much his students/clients know about law for example besides the general legal practice. The counselling session may discuss the various kind of work lawyers are engaged in such as giving advice to clients on such problems as making contracts, purchasing properties, defending their clients in court etc. The various areas of specialization such as: Corporation Law, Civil Law, Criminal Law, Real Estate Law may be discussed.

CASE III

VII. Tim has just graduated from college outside his country where he studied physical education. He has been offered a job as a teacher-coach in a secondary school in a small town in his country. The salary he was being offered as a teacher-coach was low at least not to his expectation. Tim has refused the job because he feels he should be able to get at least one quarter more to what he has been offered. He has had no experience as a teacher or as a coach, but he says he thought "such jobs" paid better salaries than the ordinary salary offered to teachers at his educational level.

Possible settings may: include: Brain-storming, free group discussion and role play.

Case analysis

The clients

(a) Let the clients study the case well, identify issues and problems.

(b) Discuss issues and make suggestions and recommendation having a bearing on the problem.

Suggested questions for discussion

(a) What do you think was wrong with Tim's planning when he began the study of physical education as a career?

(b) What do you think motivated or influenced him to study physical education?

(c) What advice would you give Tim about this job? give your reasons.

The counsellor

As a counsellor, analyse your clients' suggestions, judgements etc. and draw out your own conclusions based on the clients' interchange of information. Discuss this with them but let the final decisions and conclusions be theirs either collectively or as individuals in their own thinking

Things to do

(a) Let clients list out all professio jobs they know off in the area of physical education, sports and games.

(b) In a short paragraph, let clients write the work of a physical education teacher and reasons why there should be a physical education teacher in a school for example.

(c) Let clients find out the academic requirements for a physical education teacher, a football coach as well as job prospects in the field.

(d) Find out the average beginning salaries for teacher in a government school and in a private school (of the counsellees' respective country).

(a) Make a data analysis of the information provided by clients in (a) to (c) above and discuss this with them.

(b) Invite a local football coach and a football professional to speak to the group about the requirement of a football coach and the various conditions attached to it as well as job prospects in the field.

CASE IV

THE CASE OF MARY AKINYI

VIII. When Akinyi entered Bugalo Girls Secondary School, her that year's academic record showed that she was an above average student in all subjects and she was particularly good at science subjects i.e. Maths, Physics, Chemistry and Biology. She has indicated to the teacher counsellor that she hoped to become a veterinary surgeon and the counsellor encouraged her as she was doing well in the relevant science subjects.

However, towards the end of her second year, her science teachers observed a sudden drop in her performance in those subjects. They reported this to the teacher counsellor who undertook to investigate the cause.

In her interviews with Akinyi she (counsellor) discovered that Akinyi's mother along with Akinyi had been kicked out of the home by Akinyi's father and he had brought in another wife. Akinyi and her mother were being housed by some woman who lived with her five children in a single room. Akinyi, the counsellor discovered had no brothers except two younger sisters.

On chassing away her mother, Akinyi's father had sworn that he would no longer pay school fees for Akinyi.

Because of these traumatic experiences at home, Akinyi saw herself dropping out of school prematurely. Though she had hoped to become a Veterinary surgeon, she saw her hopes shattered as she would have no chance of getting to the University. Consequently she saw no need of putting any effort in her school work and this culiminated in her poor performance during her second year.

Efforts by the counsellor to get Akinyi's father to agree to continue paying school fees for her failed. Subsequently the counsellor took legal action against Akinyi's father and he managed to get the salary of Akinyi's father attached. In this way Akinyi's payment for school fees was assured. The counsellor in collaboration with a social worker managed to get Akinyi's mother a small house and a job as a cleaner.

After several sessions of counselling, Akinyi appeared to have recollected herself but her performance in science subjects never again measured up to what it was in her first year, instead her performance in English, French and History improved drastically. Again the teacher counsellor undertook to investigate the cause behind this shift in performance. To her surprise she discovered that Akinyi was no longer interested in becoming a Veterinary surgeon although the payment for her school fees was assured. She now wanted to become an Air-hostess and she revealed to the counsellor that it was not because she hated being a Veterinary surgeon but it was because she had come to the conclusion that becoming a Veterinary surgeon would take her very many years and yet she had her mother and her two younger sisters to take care of. A career as an Air-hostess would take her shorter time and this was why she was concentrating on the subjects that would lead her to that career hence her improved performance in English, French and History.

The teacher counsellor did not see anything wrong with Akinyi becoming an air-hostess because shw was after all physically fit for it and she had in any case developed an interest in it. The teacher counsellor subsequently encouraged her and requested the other teachers to assist Akinyi.

Though her performance in other subjects remained average, her performance in English, French and History remained extra-ordinarily good.

However, when she was just about to complete her third year, she fell sick and she was admitted in Hospital for three weeks. When the counsellor visited her in Hospital, she was told by the doctor that Akinyi had developed hypertension i.e. high blood pressure. When she was released from hospital and was back to school, the teacher counsellor during a session of counselling made it clear to Akinyi that the nature of her disease would not allow her to become an air-hostess as flying would make her condition more serious. After subsequent guidance and counselling Akinyi said she would only take teaching as her other alternative. Fortunately her academic record showed that she would most likely qualify for it and besides, her general physique was good. She had also proved co-operative, social and duty-conscious.

Akinyi through the guidance and assistance of the counsellor and the other teachers eventually qualified to train as a teacher and is now a very successful one. She is now able to assist her mother financially and also pay tuition fee for her younger sisters.

Possible settings may include: group discussion, role play and free group discussion.

Case analysis
The clients/counsellees

(a) Let the clients study the case, identify issues and problems

(b) Discuss identified issues in relation to Akinyi's career choice.

Suggested questions for discussion

(a) What do you think of Akinyi's last career choice? Do you think she still could have made it as a veterinary surgeon? if so what are your reasons?

Things to do

For practical purposes and further understanding of your clients/students strength and weakness, let them do the following.

(a) Make a list of subject combination required for the study of veterinary surgeon;

(b) List the various kind of jobs or work an air-hostess does; and list the kind of qualifications one would need to have in order to be an air-hostess;

Suggested questions for discussion

(b) What do you think of Akinyi's counsellor? was she helpful or not? what do you think of her relationship with Akinyi, Akinyi's mother and Akinyi's father?

(c) Is Akinyi's family situation unusual?

(d) Do you think the counsellor's legal action against Akinyi's father was justified?

(e) If you were Akinyi, what would you have done to your father for chessing you and your mother out of the home?

The counsellor

(a) If you were Akinyi's counsellor, what other things would you have done (other than those done by her counsellor) to help Akinyi?

(b) Do you think Akinyi would have become a successful teacher without the help of the counsellor?

(c) Collect and analyse your clients/ students' data (information given by them under things to do (a) to (e) above) discuss with them and make note of things which need individual guidance and counselling.

(d) Plan follow-up actions either individually or as a group with the clients/students.

Things to do

(c) Write the first three occupations you would like to do when you complete school and give the reason why you chose these three;

(d) Write down the three subjects you like best in the class you are in and the reasons why you like them best;

(e) Write down your hobbies and other things you like doing outside school and during school holidays.

(a) If there is an air-port near the school, arrange for an occupational visit where your clients/students would have the opportunity to see, hear and talk to the airport authorities about the various work in working with an airline company. Benefits, disadvantages, job prospects, training opportunities etc.

(b) Invite a veterinary surgeon to come and give a talk to your students/clients on animal husbandry and veterinary science;

General discussion

After discussions with a veterinary surgeon etc. and the occupational visit, the counsellor may organize a group counselling session to discuss in general the work of veterinary scientists and other professions in the sciences.

CASE V

THE CASE OF MWAJUMA

IX. Mwajuma aged 35 years is married to Mr.X and they have two children. Mwajuma is a graduate with a Master degree in Business Administration and has been working for a certain parastatal organization as an accountant.

Mwajuma shared an office with 5 men all of them non-degree holders. She knew her work well and the boss Mr. Tembo had always relied on her and called on her for work that needed to be done urgently. Sometimes Mwajuma would be given work (at the last minute) that needed time to finish and yet the boss would demand it in less than the time required to do it. As she continued working with the company, other employees her colleagues whom she shared office with became jeolousy of her. Some of them started giving her their own work pretending that the boss had asked them to give the work to her. Mwajuma never questioned but simply accepted work as it came to her. Sometimes she would get home late because she had a lot of work to finish after office hours. In the office, she was always very much involved in her work that she hardly shared a joke or contributed to any of the social gossips which her colleagues used to talk about in the office.

Two years passed and Mwajuma continued to work for the company. Two of her colleagues were now working hard to have her contract terminated. Several times they reported her to Mr. Tembo and informing Mr. Tembo the boss that Mwajuma's work was very bad and that they were the ones who were actually doing all the work. The boss just kept a record of these reports but never at any time discussed the complaints with Mwajuma. Mr. Tembo was also one of those men who did not believe in women working.

As time passed by, suddenly Mwajuma became sick and had to be hospitalized for about a month. During Mwajuma's absence from work, the two colleagues found a way to victimize her. She finally recovered from her illness and was back to work. One morning the two colleagues presented Mwajuma with some old accounts (not known to her) and told her that the boss wanted her to prepare a balance sheet of the accounts. These were old accounts which the previous accountant had failed to prepare a balance sheet. Mwajuma looked at the work to be done, it was difficult and the information presented in the account was inadequate and confusing.

Mwajuma took the work she had been given by the colleagues to the boss, Mr. Tembo. Before Mwajuma could explain the problem involved with the work, Mr. Tembo stood up almost slapping Mwajuma with anger and shouted,"I knew you would not do it, now I am convinced that you do not know your work". "I used to think, he continued, that your colleagues were lying when they told me that your work was bad." "It is better to work with men than graduate women who do not know their work".

Mwajuma busted into tears and Mr. Tembo did not give her a chance to defend herself but simply and angrily dismissed her from his office. The following day Mwajuma went to work as usual. To her surprise, there was a letter on her desk terminating her work. She took the letter and went to see Mr. Tembo. Mr. Tembo the boss, did not want to see her nor to discuss the content of the letter. He simply told her to go and collect her salary and a cheque for her gratuity from the finance office. Mr. Tembo added that she was free to go and look for a job elsewhere.

Possible setting: The counsellor may wish to use the case for group discussion role play, or brain storming.

Case analysis

The clients/counsellees

Assuming that copies of the case study had been presented to counsellees a few days in advance, the following procedure could be used as the group gets ready for discussion:

(i) The counsellor introduces the case study by reading it carefully and clearly to the group.

(ii) Let the discussion be client centered. Group leader if identified may lead the discussion by presenting questions etc.

(iii) Issues and problems are identified as the group becomes task-oriented and as they interact to each other agreeing and disagreeing to certain points presented.

(iv) As problems and pertinent issues are identified, the group now discuss solutions or positive ways to problem solving.

(v) Recommendations, suggestions and other constructive comments could now be made

Things to do

If the clients are employees:
(i) Let each one of them list some of the problems they have encountered in their work experience with (a) their fellow employees (b) the supervisor

(ii) Let each client list problems encountered by employees in their respective place of work and problems that require counselling.

(iii) Let each one of them list some of the major causes for firing or terminating employees at their respective place of work.

(iv) Let them list some of the legal actions employees can take against their employer.

Suggested questions for discussion

(i) Is Mwajuma's case unusual?

(ii) Do you think Mwajuma could have avoided been in that situation of loosing her job? If so how?

(iii) What type of a person do you think Mwajuma was?

(iv) What do you think was wrong with Mr. Tembo as a supervisor?

(v) Was Mr. Tembo's action of terminating Mwajuma's contract rather unusual? Was his action justified?

(vi) Suppose Mwajuma came to you now as a counsellor (after loosing her job), how would you go about helping Mwajuma to adjust herself and secure another job?

(vii) Why do you think Mwajuma's colleagues were jeolousy of her? Was their action to victimize Mwajuma unusual?

The counsellor

(i) Make a data analysis of the information provided by counsellees in (i) to (iv) above

(ii) Have a general group discussion on the problems presented by the counsellees and identify any specific problems that need some follow-up actions with some individuals as well as those problems that need guidance and counselling.

CASE VI

THE CASE OF SALANYA

X. Salanya received his master degree in Political Science in June 1970 from one of the state university in Michigan in the United States of America. He was offered a teaching job at the University of Dar-es-Salaam and accepted it. In September of 1970, Salanya was already teaching. He was a very good teacher, hard working and his students liked him. After four years of teaching at the university, he was made a senior lecturer and a year later, he became the Dean of the Faculty.

Some of his colleagues were not happy about his appointment as a Dean of the Faculty. They started frightening him by accusing him of all sorts of things. Some said that he was too proud, others would say that he had no friends around because he felt that his status was too high to mix socially with others. In spite of all the gossips spoken about him, Salanya continued working hard, maintaining his own personal discipline and integrity.

One morning as he opened his office, he felt rather strange because his office had been rearranged. He looked for the telephone, it was misplaced elsewhere. His desk was facing the wall instead of facing the door as it was originally arranged. Someone definitely had entered his office and rearranged everything. He called the messengers, the cleaners and his secretary to find out from them if they had seen anyone entering his office etc. They all denied having seen anyone entering his office and that they had no knowledge of what had happened to his office.

Mr. Salanya put his office back to its original order and requested the maintenance office to change the lock of his door. That did not help for more frightening events continued. One day an unknown person came to his office and told him that there were people who were after him and that he should be aware. The person refused to reveal himself as to who he was etc. Many other terrible things happened to Mr. Salanya. To crown them all, one morning as he entered his office, there was a big black mamba one of those poisonous snakes crawling near the door. This terrified him and he could not stay in the office to do his work. The same evening as he was driving to town he had a car accident but he was not hurt. Mr. Salanya could not believed what was happening to him and he became emotionaly disturbed. As days passed, Mr. Salanya's emotional state was getting worse and worse. He went to see a psychiatrist but he could not get better. His colleagues told him that he had been bewitched and that he should seek treatment from a traditional medicine man. Mr. Salanya finally believe that he had been bewitched and so he left his job with the university and went to the traditional medicine man for treatment in his village.

Possible settings: The counsellor may hold a group discussion, or let the group role play to give participants the opportunity to express their opinions as they take parts in role play.

Case analysis

The clients/counsellees

Having studied the case in advance, the group discussion now gets involved:

(i) The counsellor introduce the case study.

(ii) Using the client centred approach, let counsellees interact and identify problems and issues.

(iii) The problems and issues can then be separated into areas having a bearing on them. Counsellees then analyse the issues and problems in detail by trying to understand how they developed in an incident, what was accountable etc.

(iv) Having analysed the problems in detail, counsellees make recommendations which should suggest solutions and possible follow-up actions.

Things to do

(i) Let counsellees list some of the problems individuals encounter (or some of their own) which lead to mental disturbance and emotional state.

(ii) If known let them list some of the illnesses that are traditionally known that they cannot be treated in the hospital.

(iii) Let counsellees find out the facilities, clubs, societies available at the university for leisure time.

Suggested questions for discussion during case analysis

(i) What do you think was accountable for Mr. Salanya's illness?

(ii) What do you think were his strength and weaknesses

(iii) Could he have stopped his colleagues' action? if so,how?

(iv) Do you think that there is something like being bewitched?

(v) What re the advantages and disadvantages of being treated by a traditional medicine man?

(vi) If you were Mr. Salanya's counsellor, what would you have done to help him?

General Discussion

The counsellor should collect the information provided by counsellees in (i) to (iii) above, analyse and make a summary report. After this, the counsellor should have a group discussion to discuss the counsellees' findings and his summary analysis of the case.

CASE VII

"THE PROBLEM"

XI. Mary Kamanga is a young country girl who finished the General Certificate of Education (GCE) last year. She has applied for nursing and teaching training courses, but she was turned down in both places. In her attempt to find something to do she comes to Lusaka to look for work.

In Lusaka she has no relatives, nor has she money to pay for her own accommodation. She therefore ends up staying with a friend, Stella Luko in a small room in Matero, one of the shanty places in Lusaka. After three months Stella advises Mary to go and consult the welfare officer, Janet Manda, who might be able to help her. Miss Manda who is also a career guidance officer gives all necessary advice and information to Mary and sends her to the Employment Bureau situated in Ridgeway where Mr. Joseph Kamoto is in charge.

Mr. Kamoto is impressed by Mary's appearance and is therefore keen to help her. He phones the Personnel Manager, Mr. Alfred Chimimba of Lusaka Textile Industries, for a clerical vacancy they had advertised. Mary goes to see Mr. Chimimba who is very busy and asks her to meet him at Intercontinental Hotel at 7 p.m. for a short interview. The meeting at the Hotel turns out to be a date rather than an interview. Mary finally gets a job at the Lusaka Textile Industries.

Mr. Chimimba also offers accommodation to Mary by renting a flat for her from a landlady, Mr. Winnie Okumo.

As months pass by Sophie, wife of Mr. Chimimba comes to know of the relationship between her husband and Mary through landlady Winnie. The two plot to evict Mary, but Mary is by then pregnant. In order to save his family, Mr. Chimimba abandones Mary who is forced to quit the job and go home as an expectant mother.

Possible setting: Role play. The following scenes are suggested for role play. The counsellor may change scenes and actors according to time available etc.

SCENE I

Mary Kamanga comes to Lusaka and discusses her problems with her friend Stella Luko who offers her accommodation.

SCENE II

After three months of job-hunting, Stella advises her to seek the services of a welfare/guidance officer Miss Janet Manda who after all necessary advice and information sends her to the Employment Bureau where Mr. Joseph Kamoto is in charge. Mr. Kamoto phones Mr. Alfred Chimimba for a clerical job recently advertised at the Lusaka Textile Industries. Mary calls at Mr. Chimimba's office only to be told that the interview is at 7 p.m. at Intercontinental Hotel.

SCENE III

The interview at the Hotel turns out to be a date and Mary desperate for a job gives in. The job is given at the Lusaka Textile Industries and a ranted accommodation offered at landlady Winnie Okumo.

SCENE IV

Sophie Chimimba, wife of Mr. Chimimba, finds out that the cause of the husband's late night comings is Mary who stays at Okumo's place. In a cunning move with Okumo, they evict Mary from the flat not knowing she is already pregnant.

SCENE V

Mary confronts Chimimba who, desperate to save his collapsing family, dismisses Mary from the job at the Textile Industries and does not accept responsibility for the pregnancy. Mary swears to sue Mr. Chimimba but while waiting for trial she has to return home to her village. But Sophie also sues her husband for a divorce.

QUESTIONS

1. Did Mary explain her problems well to her friend Stella?

2. How helpful was Stella to Mary? Was the advice given by Stella to see the welfare/guidance officer good? If Mary had not taken the advice, would she have been saved from her subsequent problems?

3. How did Janet Manda perform her job as a welfare/guidance officer in guiding and counselling Mary? Can she be blamed for having failed to follow-up her client's career or what became of her?

4. Kamoto wanted to help Mary for his own ends. How did Mary handle the situation?

5. Mary should have known that an interview could not take place 7.p.m at a Hotel. Would you say that the problems she entered into were her own making?

6. Alfred Chimimba is one of many personnel managers who use their positions for their own good. Do you agree? What would you have done if you were him, and if you were Mary?

7. It was all Mary's fault to accept a job and rented accommodation. She should not have left Stella's poor residence. Do you agree?

8. Sophie Chimimba and Winnie Okumo plotted to evict Mary from the flat. Were their actions justified?

9. Alfred Chimimba showed great irresponsibility in dismissing Mary from the Textile Industries and disowning her for the pregnancy. Were his actions justified. What would he have done to save his family without serious injury to Mary?

10. Was Mary and also Sophie justified in suing Chimimba for his activities?

11. How well did each of the characters play his/her part?
Suggest modifications if you have some.

ROLE PLAY-CHARACTERS

Mary Kamanga: In Scene I show every sign that you are desperate for a job - no money, no where to stay. Say how many applications you have made and turned down. Stella finally offers you accommodation. In Scene II Joe Kamoto is interested in you, and you sense that, while he tries everything to date you, your mind is on getting the job and so when he phones Alfred for a job, you indicate to him that you are willing to see him next time. But once in Alfred's hands you never see him. In Scene III play your date interview at the Continental Hotel just as you would on your first date. Gradually give in to the sweet and nice promises of the job, accommodation and finance your uphelp at the flat. When you have been evicted in Scene IV, go at once to see Alfred, and when he dismisses you from work take legal action for damages done to you.

Stella Luko: When discussing with Mary in Scene I, give her all the necessary advice about town life in Lusaka. In Scene II tell her why she must seek the advice of a career guidance officer where she finally goes.

Janet Manda: As welfare/guidance officer, give Mary all the necessary information and advice you think necessary. Warn her of the scarcity of jobs and what she might end up doing.

Alfred Chimimba: When Mary comes to your office, you pretend to be too busy and ask her to see you at the Intercontenental Hotel at 7 p.m. for interview. That is the only time you have available. At the Hotel try to impress upon Mary that you are a man of means - a job you will offer and give her a flat to live in all at your expense. You give her K30 on the spot for her bus fare when coming to work. After that you are never home in time. When your wife manages to evict Mary, you disown her and cruely dismiss her from work at the Textile Industries where you are the personnel manager.

Joseph Kamoto: You are in charge of the Employment Bureau. You find Mary very attractive. You want to help her so that you can have a date with her later. All your actions are directed at winning her over to you for a date. You promise to find a job for her at whatever cost. Your telephone to Alfred is proof of your efforts. Play it up a little bit. Say what your office does and you can do.

Sophie Chimimba: You go to Winnie to find out about a niece of Alfred who lives there. In the end you tell Winnie that Mary is just a town swinger. You want to beat her but Winnie advises you against it. So the two of you plot to evict her. Upon learning that Mary is pregnant, you sue your husband for divorce.

Winnie Okumo: As landlady you have always been surprised with the many visits of Alfred to the rented flat when the wife asks. You advise Sophie not to beat Mary but you arrange to evict her. You have to invent some strange reasons for eviction. You succeed in with Sophie in throwing Mary out of the flat.

CASE VIII

XII. A group of employees in a glass making factory had several grievances to make. Two weeks ago prior to their action five of their colleagues were dismissed from the factory. The reason for their dismissal from work was that there was not enough work for them to do and that the work they were doing could only be done by two people. Several employees had also been injured in the process of working in the factory. They were being paid very low compared to the expatriates who were their counterparts.

They were not at peace working under such conditions. One morning as they all arrived at the factory, they decided that they were not going to work until their demands were met. They went and sat in the factory conference room. They were demanding for three things: a salary increase; safety programmes and or measures; and a return of the 5 employees who had been dismissed from work. After two hours of no work, their immediate supervisor came to see them and to beg them to go back to work. The leader of the group read the three demands and told the supervisor to go and discuss the matter with the manager and that they were prepared to go back to work if their demands were met.

The manager who was an Expatriate was not concerned about the employees grievances and told the supervisor to go and tell them that they should go back to work otherwise they would be in big trouble. On hearing this, the employees were very angry and decided to go and see the manager themselves. The supervisor tried to stop them but they threatened to beat him up if he continued stopping them from seeing the manager.

The manager's office door was wide open and in the office were this group of employees. Their leader spoke on behalf of the group asking the manager to grant their demands. The manager stood up, picked up the telephone and called for the security guards in his office at once. Three security guards came and were ordered to get the group out of his office except the group leader. The group did not know what was going to happen to them now and to their leader especially. The group had a problem to solve and so they needed a counsellor.

Possible setting: This is a problem centred group which had a specific task or a common problem to discuss and solve.

Case analysis

The clients/counsellees

Having studied the case in advance, clients now get ready to discuss the case as a group:

(i) The counsellor introduces the case to the group.

(ii) The counsellees then interacts to each other, identifying facts, issues and problems.

(iii) Counsellees then analyse issues, facts and problems identified in detail.

(iv) Having analyzed issues in detail, counsellees make recommendations, suggestions on what the group of employees would have done to solve the situation.

(v) In this particular case, recommendations would have to include strategies for solving the problem.

Things to do

(i) Let counsellees collect information on safety measures for working in a cement factory, glass making factory for example.

(ii) Collect information on work conditions and salaries for semi-skilled labourers in a cement factory or any other industrial plant willing to provide such information.

(iii) Find out from the Labour office: (a) minimum wage for labourers (b) employees right and legal action against the employer.

Suggested questions for discussion during case analysis

(i) What do you think of the group's grievances? Were the demands justified?

(ii) What do you think of the group's approach to the problem?

(iii) Could you think of an alternative approach to the problem other than that of refusing to work and sitting in the conference room.

(iv) What do you think of the role of the supervisor? was he effective?

(v) What do you think of the manager's reaction in calling the security guard?

(vi) Do you think the manager behaved that way because he was an Expatriate?

(vii) What was the managers objective in keeping the group leader away from the group?

(viii) If you were a counsellor and the group came to you for help, what would you have done?

General Discussion

The counsellor together with the problem-centred group could at the end of the case analysis, discuss the group's findings, evaluate their findings and analyse such findings in terms of their practical application to problem solving.

XIII. CASE IX

"Muderanji wants to become a Moslem"

Client (Muderauji):	Knocking at the door, May I come in Sir?
Counsellor:	Come right in, good morning Muderauji
Client:	Good morning Mr. Jetu
Counsellor:	Can I help you?
Client:	Yes Mr. Jetu, I have a proble. I want to become a Moslem but my father is against that, he wants me to join his Seventh Day Church. I told my mother about it and she has allowed me to choose my own church or religion. I don't see the reason why my father would want me to join his church.
Counsellor:	I see, have you explained to your father why you would like to become a Moslem. By the way, how old are you?
Client:	I am ten years old and I think I am old enough to choose my own religion. Yes, I have told my father that I would like to be circumcised.. I want to be initiated, there is no initiation ceremony in his church. They always say that it is a dirty game.

Counsellor: Did you explain to your father why circumcision is important to you?

Client: Yes I did, I told him that all my grandfather and grandmother are Moslems. Not only that I usually find it difficult to join my friends who are moslem, they laugh at me because I am not circumcised. I want to find company and to be with my close friends.

Counsellor: Muderauji, you may be right and I understand how you feel about this. But you have to understand that your father is the head of the family. Don't you think that it is wise to obey your father? Don't you also see that your mother may break the relationship between you and your father? Would you like me to see and talk to your father about this problem?

Client: Well, I don't know, I haven't thought of this before, however, please talk to my father and explain to him how I feel about becoming a Moslem, may be he will agree to it.

Counsellor: I will try to see your father this afternoon. You can then come to see me tomorrow, how about 10 o'clock in the morning?

Client: I go to school at that time, but I can come after school at 4 p.m. Is this ok with you sir?

Counsellor: That will be fine, I shall see you tomorrow, goodbye Muderauji.

Client: Goodbye Mr. Jetu.

Possible settings: Role play or Brain-storming

Case analysis

The clients/counsellees

After role play, let clients:

(i) Identify problem(s) and issues

(ii) Analyse problems and issues in detail

(iii) Make suggestions and recommendations having a bearing on the problem.

Things to do

(i) Let clients or counsellees list out some of the initiation ceremonies or rites they know which are performed for religions purposes, marriage, birth, death and circumcision.

(ii) List the various churches and denominations they know off within their village or town.

Suggested questions during case analysis

(i) What do you think of Muderanji's reasons for wanting to become a Moslem?

(ii) Was the counsellor helpful?

(iii)What do you think of these statements

"You have to understand that your father is the head of the family"

"Don't you think that it is wise to obey your father?"

(iv) What do you think happened when the counsellor went to talk to Muderanji's father?

(v) What do you think encouraged Muderanji to want to become a Moslem?

CASE STUDY X - Mrs. R.W.

CULTURAL SETTING

XIV. Mrs. R.W., aged 35 years is a Luo. The location from where she comes is known for witchcraft and sorcery. Almost every individual in Alego believes that for any illness to occur, an enemy must have bewitched you. However, Mr. W.the husband is a shoemaker. The family stays in the Mathari Valley Shanties, where they have rented a single-roomed house. Mrs. W. has been pregnant eight times. Lost four of her children and has only four alive now. Three girls and a boy.

R's husband has another wife who has five children under the age of nine years. She says that throughout her life she has been a hard-working woman. And this is how she earned a living for her children. She brew Chang'aa, and sold second-hand clothes. This gave her enought income to maintain her children. She never depended on the husband's income. The co-wife sells smoked fish at Mathari Valley.

PROBLEM:

Mrs. W. was admitted at the Hospital Ward Six on the 26th January, 1977. She was acutely ill on admission. All the signs and symptoms she presented were suggestive of a damaged heart condition. She was immediately put on some supportive treatment to help relieve her of the acute symptoms. She will in fact continue to get some conservative treatment for the rest of her life. While she was in the ward, I visited her on alternate days, until she was discharged.

Each time I saw her, there was a marked improvement in her condition, but she wore a worried face. I asked her one day what the matter was and she told me that she had quarreled with a neighbour over a piece of land and had developed the disease about two days after the quarrel. She believed this man had bewitched her.

It was not easy to convince her overnight that her problem was not due to sorcery, but to me what was immediate here was to explain to her the nature of her problem. I requested the doctor to help me meet this patient's psychological need. He tried very much to show her, even with some diagrams of the heart function.

The days that followed were much better. She did not talk much about this fellow she had accused of sorcery, but her main concern now was based on her children at home. She told me that no arrangements were made for her children when she left her home, because the whole thing was so abrupt. This worried her even more when it was explained to her that she would be under the specialists surveillance for quite a long time. She thought of her children and even worried about the prospects of her business. She was concerned about how she would earn a living since her condition did not allow her to do strenuous activities; the problem of a heart condition requires very minimal activities. A lot of change were taking place in this woman. So, psychologically, she was unstable. My interaction with her seemed to improve things because I assured her that I would be visiting her at Mathari Valley even after she was discharged.

She was discharged after three weeks and I visited her at home every week on Friday evenings. On my second visit to her, I mentioned to her the need for family planning because a cardiac (heart) disease complicates pregancy. If this happens, the woman can die of heart failure. So, to me, this was a very urgent message to give her. All these problems were too much for this woman to accommodate at once.

I asked her if it were possible for me to talk to the husband about these problems. She gladly agreed, and told me that she would advise me on my next visit when a meeting could be organized between the family and myself.

SOLUTION

The patient arranged for the meeting and I was asked to go to their house. In the meeting all these four major problems were tabled. Of course, the husband was aware of them. The patient indicated to me earlier that my presence there would make her husband see these problems positively.

This group counselling took several hours. At least three objectives were achieved. First and foremost, the co-wife consented to go home up-country to look after the home and also care for the patient's children. She said she would sell her fish at a nearby market at home. This thrilled my client because at least her children would be cared for. Actually, these kids she was worried about were aged 14,11,9 and 7 years respectively.

The second issue was solved by the husband who said that he would take over the role of looking after the children and paying the fees. He did admit that he had not been very helpful because the income was not enough to feed this family in Nairobi and pay the rent which was about 100 shillings. Now that the younger wife was going home, financial pressure would be relieved off him so he would send money home to maintain the two families. This statement solved my second target of counselling.

I could see this lady consenting without actually saying that she would not go back to her business. This confirmed to me that she got the message. This issue was a matter of life and death.

When I discussed the family planning issue between the husband and wife, it was met with a very negative attitude. It appears that the husband still needed another son from this lady since she was his first wife. This is a very common matter in that ethnic group. Sons mean so much to them. It means his descent will continue from generation to generation if he has more sons. I tried to make them see the need for this patient's heart to get maximum rest. Apparently the patient saw the need very quickly, but the husband was persistent. I did not press them to consent immediately, but I felt the ball in their court. I asked them to give it a thought and would get the answer next visit.

There was still no evidence of consent from the husband when I visited them next. I was getting worried because this was an immediate need. However, since things were not forthcoming, I had to invite the specialist to discuss this issue. We had an appointment to see the specialist on 16/3/77. After about forty five minutes talk, the husband agreed. I took the lady to the family welfare clinic and she had a contraceptive prescribed for her. It took a long time to get this man to see the problem simply because he was carried away by his beliefs and customs.

Suggested questions for case analysis

(i) Did the counsellor carry out her/his counselling service well?

(ii) If you were Mrs. R.'s counsellor, what else would you have done to help her? What would you have not done?

(iii) Do you think that Mrs. R.W. was finally convinced that she was not bewitched?

(iv) Was the husband really willing to let his first wife take contraceptive measures? Or did he agree to this because he was pressuarized by the counsellor and the specialist?

(v) Was Mrs. R's feeling of been bewitched unusual?

(vi) What do you think are the advantages and disadvantages of having more than one wife.

CASE XI

"I BETTER DIE"

Awema Alias "Wazuri" is a Zaramo Girl living in Magomeni Manipa with her parents. She completed her NABOCE Course and she works with Ministry of Home Affairs. She used to stay with her parents and after working hours in the evenings she would discuss with her parents some cultural activities of the Wazaramo and the nearly tribes. Thereafter she takes her time reading novels fictions especially Temptations. Her family belongs to the so called "Waswalihina", and her father is an Alhaji, so nobody is allowed to take alcohol.

Awema was influenced by the stories of Adoro Anduru and other Sunday News Leisures and she came to be friend with a Nyakyusa boy Jack who had the same interest as Awema except Jack was a christian; and on top of that they used to share the office. Their friendship grew to an extent of holding engagement party without informing the parents. One day her boy friend promised to take her to the film, which she was not used to go. but Jack convinced Awema on the type of movie and when he showed the title "BODY AND SOUL", Awema was rather impressed; but she had a dilemma of how to get out of the conservative parents in the evening; but later she cooked a story which led her to get permission.

So the very night Awema asked permission from her mother to go and see her friend at Buguruni kwa Malapa, and when her mother asked Awema why she had to go the very night, Awema said "my friend had been ill for a long time, she had been admitted in Muhimbili for two weeks and now she is out, so it will be something bad if I don't go and say hello. Then her mother was convinced and allowed her to go and and see her friend. So Awema left at seven p.m. and promised to be back before 10.00 p.m. Immediately after her departure her father asked Awema's mother "where is Wazuri"? the mother told him that she has gone to see her friend who has been ill for a long time, but the father was highly interested to know where Awema's friend stayed, Awema's mother said Buguruni kwa Malapa!

However the two parents remained silent for some minutes as if they didn't agree with each other on the issue especially the father who later came to ask the mother "Do you know the situation at Buguruni kwa Malapa"? Meanwhile Awema had already entered Avalon the Cinema place and they had nice flashes 5,4,3,2,1 ready for "Body and Soul". Thereafter they passed through Tip top, where Jack convinced Awema to take a gulp, which she was not used to. They had two each and off they left to Jack's house. The next morning she apologized to her mother for coming late and she couldn't awaken them, but her mother reminded Awema about the Zaramo culture, and later she convinced her husband their daughter was in for the whole night.

PROBLEM:

After two months, Awema realized that she was pregnant, she approached Jack who refused to marry her because he has already got a Nyakyusa girl. This confused Awema and she thought of committing suicide. One afternoon she approached her friend Ashura and gave the whole story about her boyfriend and the situation of the parents, and her condition for the time being, and lastly she told Ashura that "She better die". Then Awema bursted into endless tears. Ashura being the counsellor tried her level best to convince Awema that there is no reason of committing suicide, but she promised to give a genuine solution the following day. Without delaying Ashura contacted Awema's mother and told the whole story about Awema and Awema's mother contacted her husband who of course had a heated discussion but later they came to agreement that, they have to counsel their daughter. That evening Awema approached her mother and told her the whole story after she discovered that her parents were not happy as they used to be before. Then Awema's mother called her husband, and counselled their daughter and latter they assured good life to their daughter, so she could not commit suicide. After nine months of worries, she gave birth to a healthy baby boy and called him "Matatizo".

Possible settings: Group discussion, Brain-storming and or role play

Case analysis

The clients/counsellees

Having studied the case in advance, clients now get ready to discuss the case in a group:

(i) The counsellor may introduce the case to the group.

(ii) Counsellees interact to each other, possing questions related to the case etc.

(iii) Counsellees identify facts and issues having bearing on the problem(s)

(iv) Issues facts are analyzed in detail, counsellees make recommendations.

Things to do

(i) Let counsellees list some of their hobbies they like doing after office hours.

(ii) List the traditional customs attached to girls and to boys (in their own respective ethnic groups)

(iii) List marriage customs and ceremonies (celebrated in their own respective ethnic groups).

Suggested questions for case analysis

(i) Why did Awema lie to her mother? Was this unusual for a girl/or a boby to do?

(ii) Was Awema's father convinced by the mother's explanation of Awema's whereabout?

(iii) In general what are your feelings of fathers' attitude towards their daughters?

(iv) What were Awema's strength and weakness in this particular case?

(v) If you were Awema's counsellor, how would you counsel Awema?

(vi) What do you think of Awema's parents' attitude toward Aswema when she finally got herself in trouble?

(vii) Do you thin Awema would have committed suicide if she was not counselled by Ashura?

(viii) What do you think of Jack's reaction when Awema told him she was pregnant?

(ix) If you were in Awema's position, what would you have done? etc.

General Discussion

The counsellor should collect the information provided by counsellees in (i) to (iii) above, analyse and make a summary report. After this, the counsellor may discuss with the counsellees, their findings and the summary report of his own analysis of the case.

CASE XII

A CASE HISTORY

The case of Dennis

XVI. Dennis, a member of the Kru tribe, is small for his 13 years,but you don't notice that, at first, so much as the dimpled, wise grin that almost winks at you as if you and he shared some private joke.

You have to wonder at his easy laugh and playful banter. There doesn't seem to have been much to be happy about in his young life. Up until August last year, when Dennis came to Boys' Town, he'd been a street kid: what Liberians call a "gronah boy". He and his friends wandered around the downtown Monrovia area wherever they could pick up some small change by begging or doing odd jobs. Sometimes during the day he washed cars or threw away garbage for cookshop owners. In the evening you would most likely find him hanging around outside some bar, hoping a good natured patron would hear his name first above all the shouting, hustling offers and say "Okay, Dennis, you mind my car good, you hear!" By 2 or 3 in the morning, with his 15¢ or 25¢ shoved in his pocket to buy corn bread later, he could look for a place to sleep for a few hours - a store entrance, and unfinished building, some steps - any place where the police would not easily find him and arrest him for vagrancy.

Some days he'd get lucky and earn enough to spend the afternoon at one of the several cinemas showing karate movies or foreign romances. Days when it rained all day, he often had trouble making enough money to buy his supper.

For five years, ever since his father died, Dennis made the streets his home. He shared his T-shirts and trousers with whichever of his friends they would fit, learned to live with being sick much of the time, became a likely suspect for almost every kind of urban ill - petty theft, gambling, fighting, drugs. To him, it seemed a better alternative than being a burden to his mother, who had nine other children to care for, and his stepfather, whom he didn't get along with.

Finally, Dennis grew tired of struggling and getting nowhere. He knew there was no future in the street. If he was smart enough to survive there, he was smart enough to go to school. When he heard about Boys' Town from a friend, he made his way to the Broad Street Juvenile Delinquency Control Centre to ask about enrolling there. At the Centre he was interviewed by a counsellor to determine his eligibility for the program. Dennis's desire to go back to school and live in an environment where he would be cared for and given suitable responsibilities seemed genuine. The information obtained about his family indicated that they were not in a position to adequately support him. Upon the counsellor's recommendations, Dennis was included in a group of 15 boys who were then enrolled in a three week orientation program at the Centre.

During the three weeks Dennis lived at the Center, he followed a regular schedule of classes in the morning, midday meal, rest period, counselling and recreation in the afternoon, and a study period in the evening. He was not allowed to leave the Center without permission, and he was expected to get along with the other boys and do his chores conscientiously. These three weeks were patterned on the daily routine of the children at Boys' Town. They gave Dennis first-hand information on which to base his final decision, and gave him a chance to feel his way into his new lifestyle.

It wasn't an easy transition to make. Right outside the door was the lure of the city - the way of life he'd been living since he was eight years old. Being his own boss, keeping his own hours, living outside the law - whether parental or civic - was a lot to give up. It still had its appeal. Many kids found that appeal so strong that the structure and demands of the life at the Center, or later at Boys' Town, overwhelmed them and they ran away. But not Dennis. What he found inside - adults who had time to talk with him and teach him, three meals a day that he didn't have to fight for, a real bed to sleep in, and most of all, perhaps, some respect - seemed to weigh more in the balance. When he went to see his family with one of the caseworkers, it was to tell them he was going to Boys' Town. They were relieved, and grateful, and now that they were sure he was serious, maybe a little proud.

Dennis is in the second grade now, not unusual for a boy his age. His best subject is math. He is popular with the other kids for his easy ways and sharp wit, even though occasionally it still gets him into trouble. The other members of his football team acknowledge his speed on the field by teasing him that his feet are almost as quick as his mouth.

He will always be street wise - cocky and independent. It is not easy to change part of your personality that has grown out of dire necessity. Eventually, it is hoped that Dennis will be able to return to his family, either to continue in school or take up a trade. For now, though, he doesn't seem too concerned about his future, perhaps, because for the first time in years, he doesn't have to be.

Possible setting: Group discussion or role play

Case analysis

The clients/counsellees

Having read the case history of Dennis in advance before the group discussion:

(i) The counsellor may introduce the case history

(ii) Let counsellees interact and identify problems and issues

Things to do

(i) Let counsellees list out the various problems encountered and experienced by street boys

(ii) Let them list any projects or activities they know of which are organized to help street boys (within their respective town)

(iii) Analyse identified issues, make recommendations and or suggestions which should lead to solutions or follow-up actions	(iii) Let them write down activities or projects they think can be organized by voluntary organizations or by the government (in their respective countries) with a view to help street boys like Dennis.

Suggested questions for case analysis

(i) What do you think were the major reasons that made Dennis turn into a street boy?

(ii) Is this unusual for a boy of 13 years old?

(iii) What do you think of Dennis's decision to go to Boys' Town?

(iv) What do you think of these statements?

(a) "He will always be streetwise cocky and independent".

(b) "It is not easy to change part of your personality that has grown out of dire necessity".

(v) What do you predict Dennis may become when he is a grown-up man?

General Discussion

The counsellor and counsellee could discuss the various reasons and causes for youths turning the streets in the city as their home, the activities the street boys engage in and people's attitude towards them.

Implication to counselling

The street is not life, but the spectacle of life; it shows a youth the values of society, but offers no opportunity for him to integrate it into his own life, as school or a job can do. There, he lives only in the present moment, and grows up, with the stigma of "difference", on a knife-edge between home, such as it is, and the street, pushed from one side pulled from the other. These youngsters who grow up without stable families without anyone to turn to whatsoever except the street, are surely the greatest challenge facing youth counselling today. They need healthy nourishment for their imaginations, someone to show them "preferable future", some recognition and role, some ideology of hope, hence the need for counselling.

Schools normally can't help them because (i) school teachers are subject-oriented and tend to impose their own values and definitions on their students, which street youths can't accept; (ii) they are exam-oriented, and only reward clevarness, not effort, or caring, or sensitivity to others. They place more weight on competition than cooperation and so destroy instinctual feelings of group solidarity.

The counsellor, on the other hand is a caring person and by listening to the individualNs problems as he defines them himself, by accepting the youth as he is, by taking his side, offers, in the ant phrase, a second chance to rearrange the pieces. The counsellor may help the youth in various ways:

(i) The counsellor may organize a workable plan for street youth in crisis who is probably involved with drugs, deliquency and all the rest, a plan which tries to reconcile the demands of the youth himself, the family, and the government. This will require several different meetings between the various people concerned and scope for counselling.

(ii) The counsellor may also try to stop or prevent the crisis occuring by outreach counselling in the street itself. This may not be easy but it can be done. The counsellor may base his counselling technique on discretion, concentrating on the individual relationship and gradually gaining trust. This will require great professional skill on the counsellor.

(iii) The counsellor may organize for a few money-making ideas which youths could try. If they value hanging around in groups, let them earn money in a group. Group pressure can become group loyality and can channel interests into sociably accepted activities. On the other hand, if they treasure their liberty and independence, let them keep it. If they know the street and enjoy the constant change of scene, the counsellor if possible may arrange for a messenger service or other scheme. This approach leaves the youths essentially within their own environment.

(iv) Provide youths with activities within the neighbourhood or community development associations. Voluntary services to give the youth the opportunity to develop some positive relationship with those around him, and giving him an insight into the needs of others and this also encourage the youth to feel he/she is a very important segment of the community. This spirit is engendered by his participation in community self-help projects for example the construction of roads, bus-stop shelters and others.

With the few examples given above, counsellors, through their support can help youths or young boys as in the case of Dennis appreciate that you don't have to be good to do good but that there is hope for them and others.

Conclusion

XVII. This paper has described the use of case study or case method as a teaching device. Two examples, the Havard approach and the Wharton School approach to the use of the case Method as a teaching device have been briefly explained.

The major part of the paper has attempted to present the use of case method by counsellors and individual teachers involved in the provision of guidance and counselling services as well as in the teaching of guidance and counselling. Possible settings in which Cases could be used by counsellors, teachers and others have been explained along with possible objectives. These include: Brain-storming, Case discussion, Free group discussion, Problem-centred group therapy, Role play or Simulation and games. Procedures or steps for Case analysis have also been explained.

Twelve examples which include cases, case studies and Case Histories have been presented. The Cases depict various problems encountered by individuals in school, at work, and at home. All these Cases show that there is a great need for guidance and counselling. It is individual, it serves the group and therefore builds up healthier citizens. It means involvement of many professional profiles social workers, teachers, nurses, counsellors, administrators and so forth. Guidance and counselling needs exploration and observation. It is insight, it deals with ethics, it is deeper analysis. But it just needs to be there available for those who need counselling as illustrated in the Cases presented in this paper.

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LOCALIZATION OF PROFESSIONAL "MEMBERSHIP" INSTITUTIONS FOR EXAMINING, CONFERRING QUALIFICATIONS, CERTIFYING AND ACCREDITING FOR PROFESSIONAL PRACTICE IN ACCOUNTANCY, BANKING, ENGINEERING AND OTHER RELATED DISCIPLINE IN AFRICA

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I. INTRODUCTION

1. Background

1.1 In encouraging member States to develop and localize professional "member" institutes for "moderating" professional training "certifying" qualifications, and "accrediting" their nationals for professional practice in a number of key professions, the Economic Commission for Africa has undertaken since 1975 consultative advisory and evaluation study missions. The aim of the study missions was to accertain the present state of the art, advise and asset member States in developing national policies, programmes and institutional arrangements for the localization of "membership" institution to moderate professional training, award of qualifications, certification and accreditation for professional practice in key areas such as accountancy, banking and engineering, countries covered in these consultative advisory missions included : Uganda, Kenya, Zambia, Lesotho, Swaziland, Botswana, Ethiopia, Tanzania, Ghana, Nigeria, Sudan, Sierra Leone, Ivory Coast, Senegal and Togo.

1.2 Following the advisory missions, two Regional Conferences on "Localization of Professional Training Qualifications and Examinations in African States" was convened in June, 1981 in Addis Ababa for the English-speaking African countries and in March, 1983 in Lomé, Togo for the French-speaking African countries. The objective of the conference (both for anglophone and francophone) was to review the efforts made by member States in their institutional arrangements and policy deliberations on localization of the institutions and the process of professional certification and accreditation; and to appraise the status, scope and constraints in localizing training examination, accreditation and certification for professional practice.

1.3 Both conferences revealed that while at the national level a number of member States were making attempts to provide for localization institutions for moderating training, examination, certification and accreditation of nations in the various professions as part of their economic development plans through taking legislative measures and appropriate institutional arrangements, they were far from regional and for subregional co-operative efforts; and this has constrained ready acceptance of qualifications from one country by the others.

1.4 Further more, the Fifth Biennial Training Development Conference of the African Association for Training and Development (AATD) held in Addis Ababa in November 1984, discussed and emphasized in its deliberations the need for institutional arrangements for the localization of professional institutes in Accountancy, Banking, Engineering and other related professions.

2. The problem

2.1 Most professional "member" or "fellow" "institutes" or "colleges" in Africa for examining/assessing conferring "membership" or "fellowship", certifying qualifications and accrediting individuals for professional practices in areas such as accountancy, engineering, insurance and banking are still tied to and monopolized by the former colonial metropolitan countries. The result is that the standards set, practice engaged in, the examinations set and administered continue to reinforce

these areas as exclusive zones and perpetuate the monopoly syndrome that remains a preserve of foreign nationals. This precipitates an "artificial" shortage of Africans in these areas besides giving the impression that such specializations are difficult to obtain.

2.2 Accordingly, individuals who have gone abroad, pairly fully gone through self-study and obtained their qualifications have found it difficult to practice in their own countries, and many for this matter, have remained abroad : thus accentuation the brain drain phenomena. The problem arises from the fact that accreditation procedures are still controlled by foreign "member" fellowship institutions and individuals who do not want to "saturate the market thus jeopardize their own monopoly. The second problem arises from the infancy if not lack of established related professional membership or fellowship institutes of african origin in African countries.

2.3 The third problem stems from lack of career counselling in the sense that professional courses offered are not known to the people who would otherwise have persued them; or the trainees are ill-prepared for the examinations and hence they fail in big numbers. On the other hand, the curriculum followed in some cases is so foreign that most candidates who usually follow such courses by correspondence for example, find themselves interpreting environmental situations which do not tally with their African experience; or as it is often cited, the professional bodies impose stiff conditions, mark down the candidates purposely to keep the number of professionals low: thus creating of bottleneck which results in the professional services being on high demand.

2.4 Fourth, the problem is not only that of lack or shortage of well prepared and qualified professional personnel, but also that of quantitative inadequacy as well as that of qualitative deficiency. Moreover at the tertiary level emphasis is placed on accelerating the supply of fresh graduates with only minimum effort on increasing the practical content and enhancing the quality of their training programmes especially in the professional areas.

2.5 It would appear therefore that if member States are to overcome problems posed by shortages of professionals; dependence on training abroad, they must think a new in order to produce the necessary human resources for the future. To achieve this the future must be defined such that what is planned to day must fit future demands. Furthermore, such structural changes and plans must be seen in terms of the growth of professions and the effect this growth has had on education training, certification and accreditation practices.

2.6 In considering the urgent need to localize such professional institutes as are for accreditation for professional practice in Accountancy, Banking and Engineering, this paper attempts to:

(a) review the nature and scope of the problem relative to the establishment and development of "fellowship" or "membership" institutes for examining certification of qualifications and accreditating individuals for professional practice in key areas of money management and transactions, particularly accountancy, banking and other areas of professional endeavour such as engineering.

(b) review of the adequacy of known and (within Africa) existing professional institutes; their training programmes, facilities, examinations set, certification and accreditation procedures followed and practices for development of professionals from middle level to high and specialized level professional s in accountancy, banking and engineering.

(c) suggest guidelines for establishing a sub-regional or regional post graduate "fellow" institutions for professional training setting standards, fellowship examinations, certification and accrediting nationals for professional practice in accountancy, banking and engineering.

(d) relative to (iii) above, propose policy and legislative measures for consideration of Governments.

II. NATURE AND SCOPE OF PROBLEM

3. Historical background

3.1 Most African countries have tended to follow the education pattern and process of the former colonial and metropolitan countries. This tendency has continued after independence with African still preparing to pursue higher education in European and American institutions.

3.2 Accountancy, insurance banking and engineering were no exception, although they are among the disciplines which were late to be taken up by Africans, either for lack of thorough knowledge of what were involved in the acountancy and engineering fields or because of the very stringent entry requirements of study in these areas in European countries.

3.3 In the case of engineering for example, great interest in the professional training of engineers in African countries has been shown recently since nations of the region began to achieveindependence in the late 50's. While some satisfactory progress has been made in the theoretical component of this training the practical component remains weak and ineffective. Most of Africa is still not in a position to exercise meaningful control over the pattern of their industrial development, and this position will remain unchanged until more and better quality professional engineers are produced for service within the region.

3.4 Experience based on selected African countries study missions and various reports have also revealed that accountancy institutions were formed in some African countries about 20 years after independence. Among other institutions are for example, the Institute of Chartered Accountants of Ghana, the Nigerian Institute of Chartered Accountants and the Kenya Certified Public Accountants.

The formation of these professional institutions was a welcome move but they need to be known and not only used but accepted more readily throughout Africa.

3.5 Banking on the other hand was eventually introduced into Africa from Europe in the 19th Century and while in most advanced countries banking has been practised for the past 500 years, Africa has only seen about 90 years of banking. Initially in most countries in Africa, the banking system was modelled on the same lines as the ones in operation in the countries with which they had previous colonial power relationship. It is therefore not surprising that the mode of educating the banker in Africa has also followed the same pattern obtained in their respective colonial power country: this is despite the fact that over the years banking structures in Africa have changed profoundly and sometimes drastically after the emergence of political independance.

3.6 In Africa, majority of bank employees have no and are not encouraged to strive for: recognisable qualifications in banking because of the absence of professional institutes in some countries, and where in other countries such institutes do exist, there is no policy on the acquisition of professional qualifications. The erreneous notions held by many policy-makers that an officer would develop certain skills through the practice of daily routines and other knowledge by participating in internal bank training schemes has not helped matters to a large extent.

3.7 The need is to develop new and relevant approaches to training so that the accountancy, banking and engineering professionals produced in the future will have strong theoretical knowledge and high level practical skills to enable them to perform conceptualisation and practical roles in innovation and production. In the banking system for example, one of the major assets of the banking industry is its labour force; and the proper management of that force is essential to the health of the industry. Many African countries have lost vital resources through the inadequacies of personnel operating in these institutions and has led to growing disatisfaction with the workings of the banking system in Africa. Banking as a labour-intensive industry therefore needs well-trained personnel of professional standing, otherwise the entire system cannot simply function.

4. The Issues of Standards for Professional Practice

4.1 It should be realized that setting standards for any kind of training is a complex matter. The standard or quality control of professional practice in Accountancy, Banking, Engineering and other professions is influenced to a significant degree by the level of scientific and technological activities in the environmentin which the practice is established. The setting of standards of qualifications for the practice of the profession within the environment should therefore be governed by the demands of that environment. Not withstanding this the present levels of theoretical and practical internship training almost everywhere in Africa have been set to expose budding professionals in all fields to areas of study which take them to the frontiers of knowledge without continuous reference and image to the environment in which they are supposed to work. The examination procedures and conditions for conferring qualifications have been so carefully developed in engineering in particular, and stringently applied over the past years that several degree and diploma granting institutions in Africa now have enviable reputations for scholarships.

4.2 In the face of this development, it will be difficult to resolve conflicts which may arise from those African countries with recognized academic traditions to adopt training standards relevant to the level of their technological environment. In the field of Banking on the other hand, for instance, the question of setting standards and quality control measures may be far from being realized although many of the African countries have organized systems of training bankers. Much ofthe training and the level at which the training operate is not adequate or high enough to meet the required standards of professionalism in banking. Existing Banking Institutions in Africa such as the Ghana Institute of Bankers does not have the training facilities to train professionals at the top managerial level. In the final analysis, standards of examining for professional practice even where it is agreed that there should be relevance to the supporting infrastructure of having comparable scales of judgement for academic as well as practical qualifications.

4.3 It has to be acknowledged that the process of attaining scholastic merit are different from those for developing practical skills. The method of measuring capabilities after training in these two compartments of knowledge must understandably differ. Yet both training must be complementary, particularly in professions in which mastery of the theory has become no longer irrelevant for accomplishments in practice, no matter how limited that practice is to become in later life.

4.4 It is clear that the establishment of standards can be a difficult one. More difficult is the maintenance of standards and professional integrety once they have been set, so that their existence becomes a guarantee of excellence. It will require continuous monitoring and control of all standards, including standards of professional behaviour, if compliance with agreed rules is to be achieved, and the excellence towards which the standards are expected to lead is attained. Yet to aspire to too high a standard of training or to impose too severe conditions for awards of professional qualifications may not only be incompatible with local needs; but it may also result in unreasonable financial pressures on training institutions and on trainees themselves; this way it would cause a reduction in the number of aspirants seeking entry into the profession.

4.5 In certain professions in Europe and the U.S.A. the scales for judging the quality of training and experience are subtly adjusted periodically to maintain a predetermined rate of flow of new members into the profession. Africa may not be ready for this type of restriction when there is shortage of specialized personnel in these areas. It may rather prefer to apply criteria, not uncommon in developed countries, which are biased in favour of the locally trained applicant in order to ensure that the profession will continue to maintain local influence and character.

4.6 As the standard of accountancy and engineering education and training rise in the developing countries of Africa for example, the gap between theoretical knowledge acquired through formal education and the knowledge required for professional practice will widen. This is unavoidable since the concept of universality of knowledge has been more generously unheld in the domain of theoretical knowledge

than in the aggressive and dynamic spheres of application, the innovation and production arising these from. In these spheres, the rising tide of protectionism in the more developed countries of the world will make certain that Africa's technological dependence continues into the next century. Thus, evolving knowledge criteria to operate in favour of the locally trained will take a long time indeed.

4.7 However, a break-through from this continuing dependence is vital to Africa's healthy economic development. Standards of accountancy, engineering, banking and other professions, education training and practice designed to effect this break-through should therefore have specific objectives for maintaining some steady pace of educational advancement. They should also be flexible enough to encourage the gifted innovator without a scholarly base to enter the engineering profession whilemaintaining their academic appeal to young accountancy and engineering scholars and promoting interest in the profession among school goers studying science and mathematics.

5. Problems relative to institution Building for Examining and Certifying for Professional Practice in Accountancy, Banking and Engineering

5.1 It has been difficult in the past to establish workable institutions for controlling professional accountancy, engineering and banking practices in many African countries. A number of factors contribute to these difficulties. Some of these include the following:

(a) Contextual Factors: Past attitudes and actions of most African states give the impression that so long as they can attract experts and use institutional facilities and funds from outside of their own countries for their own development, there should be little cause for alarm. Thus, governments have permitted through disinterest, the imposition of standards determined by foreign professional bodies. When such bodies set up local branches, they become the controlling institutions for regulating entry into the profession by Africans trained locally. Indigenization of such institutions is thus not only prevented but slowed down; and any base from which an indigenous institution can spring is eliminated.

(b) Unplanned Response to Need: In many cases involving the institutions of needed change, the tendency has been for countries to rush through the setting up of basic structures and to neglect or discard these elements and linkages including resources which are vital in promoting internal growth and stability. Consequently, several institutions have failed to contribute to national development as had been anticipated. It is important therefore that new institutions planned for developing countries be established only where there is distinctly obvious realisation of the importance of such institutions; where the commitments of governments and peoples to the objectives of the institutions are unpretentions and honest; and where their establishment makes sense.

(c) Economic Difficulties: The economic position of most African States is so weak that it can neither support organized professional training in engineering or banking for example, nor the institutional arrangements for examining, certifying, accrediting and conferring professional qualifications. Where national

institutions cannot be set up because of the prevailing unfavourable economic climate, regional institutions should be considered, but even the establishment and operation of these may be handicapped by unwillingness and inability of regional partners to meet their share of what could be an expensive exercise. In relation to this, if subscriptions are to be paid in foreign currency, problems could be created because of shortage of foreign exchange in African countries. However, the African Association of Central Banks might be able to facilitate payments through their clearing House.

(d) Lack of Cooperation between training Institutions and Industries: The poor Research and Development facilities in academic engineering institutions in the region for example have affected the quantity and quality of Research and Development results filtering down to the level of industry. Because of this, industries have not paid enough attention to the needs of and opportunities in academic institutions; neither have they shown concern for the quality of training given in such institutions. Consequently, it has been difficult to obtain support from industry for researchers who, under normal circumstances, should provide the link between educational institutions and industry. This situation has given rise to the isolation of institutions from the practising profession, and the virtual elimination of inputs from either party in the training provided by the other. Without this cooperation, it will be impossible to conceive of a workable plan for approving standards of qualifications and examining for professional practice.

(e) Technological Backwardness : The technological state of developing countries of Africa is most disappointing at present, despite the call for rapid industrialization by successive heads of state and governments for over two decades now. It has long been agreed by all those interested in African development, that industrialization is the most sensible of the options available for transforming the economies of African States. In spite of this, present trends show little prospects for the desired technological change which should lead us out of depths of backwardness. Campaigns have been launched, task forces established, councils set up, policies and their instruments developed by almost every country in the region, yet there does not seem the slightest hope of ever reading the modest production target of two percent of world total industrial output as set years ago.

(f) Change of Attitude: It will initially be difficult to change the attitude of people in their thinking away from the preferences of European and American standards and institutions over an African national or regional institution in accountancy, engineering etc. A transsitional period may be required.

(g) Recognition: Recognition of such national sub-regional or regional professional "institutes" or "colleges" by European and American Institutes as well as International concerns would be and prove difficult initially. It is therefore important that the institutes promote and prove themselves regionally and internationally, by, among other things, assisting members holding the qualifications and practising certificates to have recognition for jobs and contracts in projects financed by international organizations etc.

5.2 The establishment, development and operation of professional institutes for examining, conferring for professional practice in accountancy, banking and engineering could be effected if and when the forgoing problems are realized with objective measures planned for overcoming them.

III. EXISTING PROFESSIONAL INSTITUTES

6. In Accountancy:

6.1 There are a few professional, accountancy, certification and accreditation institutions in Africa and some of these include: the Institute of Chartered Accountants of Ghana, the Nigerian Institute of Chartered Accountants, the Kenyan Certified Public Accountants, the Institute of Characted Accountants in Uganda, Lesotho Institute of Chartered Accountants, and the National Board of Accountants and Audits (NBAA) in Tanzania. Besides these Institutes there are professional non-accrediting and non-certifying associations such as the National Association of Accountants in Ethiopia which was formed in 1973.

6.2 According to the commissioned studies by ECA, the Institute of chartered Accountants in Ghana for example was established in 1963 by an Act of Parliament (Act 170) "to make provision for the conduct of examination by the Institute and other matters connected with the accountancy profession". The Institute has to date, 21 years of experience and during this period has strived to enhance the standard of accountancy in Ghana by producing professional accountants to assist in the development process of Ghana.

6.2 Students from the sub-region have taken advantage of the establishment of this institute by attending and obtaining their qualifications from the Institute. The institutes' first members were drawn from already professionally qualified accountants from the United Kingdom possessing ACCA, ACA and ACMA and from Nigeria possessing the Nigeria Chartered Accountants qualifications.

6.3 The principal objectives of the institute are:

(a) To provide an organization for men and women of education, ability and experience who desire to qualify as accountants and secure a professional status;

(b) To increase knowledge and efficiency in accountancy in public practice, industry, commerce, nationalized industries and local and central governments;

(c) To enforce the generally accepted rules of professional conduct;

(d) To collect, collate and publish information of service and interest to members of the profession.

6.4 With a view to achieving these objectives, the Institute introduced an organizational structure that would enable it function effectively and efficiently. Although the administration of the Institute is the function of the governing council, the council does not deal with all its work at its meetings. Some of its powers are delegated to standing committees. These committees are the Examination Committee, the Admission Committee, the Public Relations Committee, the Technical and Research Committee, the Education and Training Committee, the Editorial Committee, the Disciplinary Committee and the Finance Committee. The institute has its Secretariat in Accra, Ghana from where it functions and is headed by an Executive Secretary.

6.5 The standard of the Institute in Ghana is high although the output of professionally qualified accountants is extremely low and in a way not assisting in the development process in Ghana as was originally envisaged. For example, in the first 12 years of its existence, the Institute has not been able to produce twelve qualified accountants. This rate of output was not in line with the responsibility which was charged on the Institute by the then Ghanaian Head of State (1974) to produce 2000 qualified accountants in ten years, i.e. 200 in a year. The problem was that enough was not done to achieve such a target.

6.6 The training programme for trainee accountants was and is still extremely inadequate. The institute sets external examinations which are taken in various examination centres in Ghana. The candidate is, therefore, expected to have prepared himself or herself for such an examination by attending Polytechnics in Accra and Kumasi or private accountancy training institutions. The Institute itself runs courses before examinations. Sometime ago, a Fourth Year Accounting Course was introduced at the School of Administration jointly with the Institute of Chartered Accountants, Ghana but this scheme has since been abandoned mainly because of the low pass rate of the institute.

6.7 The examination set by the Institute is now divided into an Intermediate Examination and a Final Examination. The Intermediate Section is made up of Part A and Part B and the Final made up of Sections I, II and III. The subjects in these parts and sections are as reported by Prof. Lokko, (1981) President of the Institute of Chartered Accountants (Ghana) as follows:

Intermediate	Part A -	Accounting 1
		Law
		Statistics
	Part B -	Economics
		Auditing 1
		Taxation 1
Final section 1	-	Commercial Law
		Accounting II
		Costing
		Accounting III

Section II - AccountingIV - Management Account
Business Administration
Company and Partnership Law

Section III - Auditing and Investigation
Accounting VI
Taxation II
Financial Management.

6.8 This revised syllabus came into effect on 1st July 1980 and it is the policy of the Institute to up-date its scheme of examinations and the syllabus in use in the light of new ideas and changing accounting practices in the profession. To be eligible to take the Institute examinations, candidates must be a registered students of the Institute and must have paid the required annual subscription and examination entry fees in full at the date of entry. The examinations are conducted locally, twice a year in January and July and the Examiners and Moderators are Ghanaian Professionals.

6.9 In Nigeria, there is a similar set-up although older than the Ghanaian one. The Nigerian one is called the Institute of Chartered Accountants of Nigeria (ICAN) which conducts yearly examinations in May and November in Nigeria and in London, England. Subjects of the examination are similar to the Ghanaian ones and include Auditing, Accounting, Quantitative Analysis and Management Accounting etc. Its examination syllabus is made up of three parts; the Foundation of Professional I and II each with five subjects. Training of students for the professional examinations in Nigeria is done in Polytechnics, recognized training centres and in universities. Certificates are awarded to students who successfully complete professional II exams and such certificates are recognized by British Accounting Bodies.

6.10 A summary of current situation in accountancy covering problem areas such as policy on localization, curricula and syllabus, professional associations, legislative provision for promoting localization is annexed to this paper covering: Kenya, Nigeria, Ghana, Tanzania, Uganda, Sierra Leone, Ethiopia, Sudan, Ivory Coast and Swaziland. Annexe II of this paper is also a summary of current problems in accountancy. Information presented in Annex I and II is a summary of a mission report (1979) covering the countries mentioned above.

6.11 Taking Tanzania as a third example, the National Board of Accountants and Audits (NBAA) was formed in 1974 by an act of Parliament to promote the profession of accountancy and auditing by conducting examinations and registering successful candidates as either approved or authorized accountants at three levels viz: the technician, the semi-professional and the professional levels.

6.12 At the technician level, the board conducts the National Bookkeeping Certificate Examination (NABOCE) and at the semi-professional level, the National Diploma in Accountancy. Holders of this diploma and other diplomas in accountancy from other institutions are normally registered as approved accountants. At the highest professional level, the board organizes the examination for the Certified Public Accountant (CPA (T)).

6.13 The few examples given above (Ghana, Nigeria, Tanzania) show a clear indication that no country in Africa has as yet satisfactory facilities for the training and education of professional accountants. However, since each country in Africa is at a different stage of development in its localization efforts, the nature of the professional institute"school to be established will have to depend on the stage of development of the given country.

7. In banking

7.1 Most of the Institutes in existence in Africa started as local centres of the parent institutes in Europe. They are most run on part-time basis by bank officials who are not experts in banking education practice. The activities of these Institutes centre around a few social functions and organisation of occasional lectures.

7.2 They mostly exist to encourage bank officials to take the examinations of the parent Institute in Europe. Most of such Institute have no examination rules and therefore have no control over the syllabuses in use. In such a situation, banks and employees for whom these courses are supposed to serve themselves do not feel committed to it. To the banks, they consider the courses not to be relevant to their needs because while in Europe the banks are looked upon to provide working capital needs, the banks in Africa are increasingly being called upon to provide seed capital and are therefore developmental in outlook. Since syllabuses are not developed in a vacuum: consequently those developed abroad are oriented towards banking practice abroad.

7.3 The trend during the past 5 years has been the tendency for most of these locales centres of the parent Institutes in Europe to develop their own autonomous Institutes. The movement has not gathered full momentum and while a few Institutes such as the Ghana Institute of Bankers, Nigeria and Zimbabwe have shown some glimpses that they are poised to break through: the future is far off. Countries such as Sierra Leone, Lesotho, Swaziland, Gambia, Liberia and many more have no local centres, let alone autonomous Institutes banking. There is therefore no organised system of training bankers at the level aimed at producing professionals at managerial level for example. Training at this level is still done in Europe England, USA and other countries.

7.4 In the few countries where theInstitutes have been granted autonomy, the only thing which has changed is the name and the emblem. The old syllabuses used by the parent Institute are inforce and no serious attempt has been made to redesign the syllabuses to meet local needs.

7.5 There is therefore a strong need and a case for professional Institutes of bankers to be established in each country if not at a sub-regional level. These Institutes should become an association of men and women who practice the profession of banking. The Institute should be regulated by a code of conduct upon which the practice of the profession should be based. Such Institutes should have stated goals which its members collectively and individually attempt to achieve for the benefit of society and its people. It should be more influenced by its concern for the welfare of the society and its people and not only for monetary aims.

8. Engineering

8.1 Professional Engineering Institutions and societies are recent features of the engineering scene in the region. Almost nothing in this area existed before the twenties. After that date professional groups were mostly organized under authority from parent institutions in Britain and Continental Europe, until sometime after the independence movements of the sixties and seventies when independent local institutions began to emerge. These societies were borne out of the determination of African engineers to identify themselves with the general objectives of their nations to build a technologically self-reliant community in the region. Inspite of this, there are countries which still have no indigenous professional institution or society of their own.

8.2 The earliest known institution in the region is the Egyptian Society of Engineers, which was founded in 1920. Today, several institutions and societies following in the footsteps of the Egyptians have only been able to establish little more than social clubs, where fellow professionals meet and privately entertain themselves.

8.3 In Sierra Leone, for example, the organization of engineers into a professional body dates back to the early fifties when a group of leading professional engineers and architects formed, the Sierra Leone Association of Technologists. By 1970 the engineers had broken away to form an independent Institution of Engineers.

8.4 To date, there has been no development in the area of examining and awarding qualifications, no training programmes and no institution premises. The Sierra Leone Institution of Engineers devotes its attention principally to the improvement of the public image of engineers and advancing their professional interests. It holds meetings periodically for discussion of invited technical papers, welfare and other matters. There is a General Council elected by members at an Annual General meeting. This council is responsible for developing and executing institution policies, and is responsible for the election of members. Five categories of members are admitted, namely, Fellow, Member, Student Member, Companion and Associate member. The Fellow and Member grades are full membership grades. The Member grade is conferred on such persons who are not less than 25 years of age and who satisfy the General Council that they have had suitable training and experience and are honourably held practioners in a recognized field of engineering. Fellows are those members who have had an outstanding career in engineering and have contributed significantly to the advancement of the profession and have thereby qualified for an elevated status.

8.5 Training and experience are assessed by the General Council at a special meeting at which the certificates and recommendations of candidate to be admitted to membership are examined. Recommendations can only be accepted from full members of the institution.

8.6 The institution has no control over the granting of professional status to engineers. The non-formal system operating in the country is above the institution's influence. Theinstitution is weak, is without any legal status and has no means of subscribing effectively to government policies on subjects of concern to engineers in the country.

8.7 In Nigeria, the Society of Engineers is more developed than the Sierra Leone Institution of Engineers. Its activities include organization of seminars, lectures, visits, symposia and the publication of a newsletter, a journal and a year book. It is a voluntary non-governmental society devoted to the development of all aspects of engineering. There are several branches in the country controlled by a central executive council in which each branch is represented. The society is committed to providing for the training and examination of students of engineering and to pursuing active research in the science and practice of the profession. However, these activities have not yet been fully developed.

8.8 Membership of the Society is by election. There are three classes of membership. The first class is the Corporate Membership with two grades, namely, member and fellow. The Second class is the Affiliate membership with four grades, namely, student, graduate, honorary fellow and associates. The third class is the Group Affiliates with two grades mostly for company membership, namely, Incorporated Engineering and company grade.

8.9 Admission into corporate membership is effected after processing of a detailed application submitted by a candidate seeking membership. Details of secondary school, university or technical college education together with academic qualifications and practical training and experience are required for assessment by the membership committee. The Nigerian Society does not undertake professional registration. This is done by COREN, but the new arrangement to have COREN in the same premises as the Society is an indication that the two organizations work in close collaboration with each other.

8.10 The accreditation criteria of the society makes it almost impossible for persons other than graduates or higher technician diplomates to gain membership and qualify for registration as a practising engineer. In the absence of an organized training scheme with an associated examining board, it seems that for a long time to come there will be no opportunities for the progressive improvement to professional status of the middle level technician. The society and the registration board COREN are important organs in the Nigerian "compromise" pattern of professional recognition. Together, they monitor professional practice, protect standards and regulate entry into the profession by non-nationals.

8.11 Institutions in Ghana and Kenya are organized in a similar manner to the Nigerian Society. Both function from independent premises and hold regular technical and business meetings. In the case of Ghana, premises are shared with other professional bodies. Several engineering interests are catered for and a number of committees oversee the various activities in which these institutions are involved. As in the Nigerian case, examining outside the conduct of professional interviews is still to be developed.

8.12 In Uganda, the Uganda Institution of Professional Engineers requires that to become a member, the applicant should be in possession of a B.sc., Engineering and should not be less than 25 years old and should have had two years of supervised practical experience or should be holders of Higher National Diploma with long experience. Both the Degree and HND holders can become Fellows as long as they are not less than 35 years old and have held position of responsibility for 5 years.

8.13 In Zambia, two avenues are open. One can undertake a university programme, and after the 5th year at the University one can get a degree in Engineering and register as Associated Engineer followed by 24 months induction Training. To register as a member of the Engineering Institute of Zambia, one has to gain Membership on merit. The other alternative is for the Technicians after obtaining the HND, they are designated "Engineer Trainees" and have to undergo 24 months of Induction Training after this they become Associate Engineers. Upon writing a satisfactory dessertation on projects to the Engineering Institute of Zambia, they are registered as Members.

8.14 In the case of Tanzania, the National Board of Architects and Quantity Surveyors which has been primarily concernd with the registration of professionals in the fields of architecture and quantity surveying has recently conducted professional examination for those with qualifications in the above fields who wish to become registered with the board. This development has been necessitated by the increasing member of nationals returning from overseas with qualifications in these fields acquired fromuniversities with different backgrounds.

8.15 As regards to academic accreditation, in some countries, notably Nigeria, Ghana, Egypt and Kenya,a well developed system of academic accreditation similar to the British practise is operated by local professional bodies. In some cases, as in Ghana, the same body approves theoretical and practical standards the latter through a professional examination or by interview alone. In general, the acquisition of an approved degree plus a satisfactory performance at the professional interview qualifies a candidate for admission to membership of the national professional body, and to the right to practice in the country as a professional engineer. However, in a number of countries including Nigeria, a two tier system operates. Assessment of candidates' academic standard is the responsibility of one body, which confers on applicantsmembership of the national professional institutions. An entirely different body undertakes the registration of engineers for practical practice.

8.16 In former colonies of France,Spain and Portugal, the pattern adopted by the few states which train their own engineers is similar to the general pattern of training in Europe. In this system students undergo simultaneous theoretical and practical training. They are made to work in industries for specified periods during their courses of study, the industrial training component being carefully graded and supervised. At the end of this training, students receive a diploma which entitles them to full professional recognition, and to the status and to the use of the title "engineer".

8.17 In Senegal, for example, professional engineering training is done at a military school in Thies, where the combined theoretical and practical training takes from five to six years. Entry to the various courses is competitive and restricted. In the Republic of Guinea, on the other hand, training of engineers takes place at the National Polytechnic Institute and lasts for 5 years. On graduation, students are deployed as professional engineers by the government in industrial concerns it controls. Accreditation of courses taken outside the country is the responsibility of the Government. Variations exist in the content of courses from one country to another, but modifications of the basic European system are applied in such a way as to emphasize local needs and meet local aspirations.

8.18 While it is conceded that no practical training, however intense, given during an undergraduate course could be enough to make a graduating scholar an experienced engineer, it has generally been recognised that the "sandwich" or "Continental" type course gives a more beneficial training to Africans than the "Anglophone" type which separates theoretical from practical training. The feeling has been that in many backward situations as exist in Africa today, where controls are difficult to effect, and where professionals and their status are misunderstood, any member of a graduating class is likely to be thrust unprepared into a leadership position in his own community and made responsible for effecting the country's own "industrial" revolution. It seems that less harm would result from the direct mobilization of a "sandwich" graduate in these situations than of an "anglophone" graduate.

8.19 The "sandwich" system, nevertheless, relies on the availability of relevant industrial openings for students during their training, and as such can only be as effective as the links institutions have with industry.

8.20 In general, existing institutions in the region do not adequately respond to the need for increasing specialized manpower in engineering, neither do they have the resources and organization to stimulate and direct industrial activity towards the effective use of the region's engineering resources. However, a few institutions have established authority over curriculum development in national engineering universities and colleges. Others have advisory roles only, as in Sierra Leone and Zambia, where the local Institutions of Engineers are represented in the Universities' Advisory Committees on Engineering Education. Movement towards a more meaningful involvement in industrial development and growth is appreciated by most institutions, but their future as accrediting bodies stands unclear in the face of recent demands among the newer breed of professional engineers in the region, for engineering registration in preference to professional membership of an institution.

8.21 The concept of an engineering institution for accrediting and certifying for professional practice is incompatible with the situation existing in non-Anglophone states. Wherever an engineering organization exists, it is usually to prove a forum for professional intercourse among its members and a means of monitoring professional ethics and maintaining engineering standards.

IV. GUIDELINES FOR ESTABLISHING PROFESSIONAL INSTITUTES FOR EXAMINING CONFERRING CERTIFICATION, QUALIFICATION AND ACCREDITING FOR PROFESSIONAL PRACTICE IN ACCOUNTANCY, BANKING AND ENGINEERING

9. Introduction

9.1 To establish a credible professional institution for engineering, accountancy, banking and any other related professions, the following steps appear necessary:

(i) the establishment of proof of need for such an institution;

(ii) determination of objectives and defining policy instruments;

(iii) outlining and detailing of functions or activities of the institution;

(iv) specifying institutional structure and linkages desired;

(v) specifying scope and responsibilities of the institution;

(vi) determining financial requirements of the institute and sources of finance for a start-up capital as well as for the operations of the institute;

(vii) developing rules and regulations and bye-laws which could form the basis for the functioning of the institute.

10. Proof of need

10.1 The nature and scope of the problem coupled with the inadequacy of the existing institutions in accountancy, banking and engineering as explained in part II and III of this paper are clear indications and proof of need for the establishment of a national/subregional and or regional professional institution with examining and accrediting individuals for practice in accountancy, banking and engineering. Second, the need for the establishment of a professional instituion with examining and accrediting functions is indicated where the industrial sector of a nation requires local technical manpower resources to be responsive to the demands of operations within that sector.

10.2 Not all countries of the region have industrial sectors which are sensitive to the quality of local manpower inputs. In the case of engineering, many countries obtain engineering resources required for sophisticated activities such as design, production and marketing from non-local sources and updating and adaptations are usually referred back to these sources. Under such conditions, no professional institution can play more than a social role or act as a pressure group to initiate technical and economic change. The establishment of a formal institution for examining and accrediting for professional practice should therefore take place only after a thorough study of the training needs in relation to the technological standing of the nation and the market forces controlling technical appointments.

11. Determining objectives

11.1 Objectives should relate to specific problems identified in the study or review of training needs in accountancy, banking and engineering as well as other related professions. Guided by a general objective which should be the advancement of the practice in accountancy, engineering etc, increasing specialist manpower and promotion of self-reliance in industry and commerce, specific objectives should be drawn up reflecting an awareness of such local problems. The particular functions of examining, conferring qualifications, certifying and accrediting training institutions could then be more effectively structured to achieve desirable outcomes. The circumstances in developing countries demand that the objectives determined be made part of the development objectives of governments and recognized as such in the formulation of national policies for the advancement of Science and Technology. Within this context, the institutions when established will be constituents of the instrument of developing policies and be supported by the necessary legal device to protect its authority.

11.2 It is clear from present experiences and studies undertaken within the region that in the case of engineering, registration of professional engineers has been accepted as an effective way of controlling professional practice in most countries. Many professionals believe that all countries should one day have such facilities. It seems therefore necessary to have such facilities included among those to be provided for conferring qualifications for professional practice.

12. Policy instruments

12.1 A description of policy instruments required to effect such a change is suggested as follows:

12.2 Policy issue:

Shortage of high level professional manpower in all fields of accountancy, engineering etc and the absence of an effective means of expanding training opportunities.

12.3 Policy objectives:

(i) increase supply to public and private sector industries of well trained specialist and professional accountants, bankers etc.;

(ii) promote and strengthen the image of the professional engineer, accountant etc in the community;

(iii) advance the practice of engineering accountant, banking and promote industrial self-reliance;

(iv) provide facilities for control of engineering and accountancy standards;

(v) foster and maintain relations with institutions in the region.

13. Guidelines and organizational structure, functions and activities of the institutions

13.1 For accountancy

14.1.1 In terms of staffing, the institute would be staffed by a full time registrar who would head the institute assisted by a secretary and other administrative staff as may be decided. The Registrar would report to a Governing Council that is non-executive and would appoint a president from among its members who are drawn from the participating countries of the region.

14.1.2 The Governing Council would also appoint sub-committees and would delegate some of its powers and responsibilities to the sub-committee. The members of the sub-committees would also be drawn from countries in the region and each committee would have a chairman. The following are some of the sub-committees that may be constituted:

(a) Disciplinary Committee

This committee would deal with ethical matters, standards of conduct and practice of members affecting the profession as a whole.

(b) Finance Committee

This committee would be responsible for accounts and investments. Its principal function would be to consider and recommend to council the annual budgets; it would keep a close watch on the actual income and expenditure throughout the year compared with the budget and so would consider the financial implications of any proposed development or policy changes that would arise and which would require either additional funds or reallocation of existing resources.

(c) Public Relations Committee

This committee would be responsible for the publicity and public relations for the institute, both as an individual organization and within the context of the profession as a whole.

(d) Technical and Research Committee

This committee would concern both the qualified and the student. The committee would consider legislation passed in each country in the region which has financial and accounting implications, company legislation, taxation and accounting standards.

(e) Editorial Committee

This committee would be responsible for the publication of the accountancy journal of the institute, any quarterly journal or literature as well as students newsletters, if any.

(f) Admission Committee

This committee would be responsible for the examination of applications for membership from graduates (students who would have completed examinations and awaiting membership). The committee would also consider each application for registration for studentship. It would also deal with disciplinary matters relating to students (such as those who would infringe examination regulations).

(g) Education and Training Committee

This committee would liaise with the examination committee and would deal with the academic side, careers and colleges and training institutions in the region. It would also deal with post qualification and training and education.

(h) Examination Committee

This committee would be responsible for the examination, syllabuses, the content of exams, exemptions from exams and appointment of examiners moderators, etc.

13.1.3 Finance for the institute

(a) The regional institute would need to be started off the ground which would involve the setting up of a headquarters somewhere in the region. These would have to be financed by someone and it is envisaged that through the ECA member Governments of the region would provide the initial capital needed to start the institute. These would have to be properly costed after a decision in peinciple is taken.

(b) The institute would also need to finance its operations and it might be suggested that the member Governments of ECA provide the initial working capital and thereafter the institute would generate funds from members and students in the form of membership fees, students subscriptions, examination entry fees etc. Member Governments would also contribute annually to the running of the institute.

13.1.4 Bye-laws

(a) Bye laws would have to be formulated for the regional institute and would be in the form of rules and regulations which would cover all aspects of the operations of the institute. The bye-laws would deal with the affairs of members and students and could also serve as guidelines for the functioning of the staff, the sub-committees as well as council.

13.2 For banking

13.2.1 The long-term aim is to establish an African Institute of Bankers but in the immediate future, sub-regional institutes should be established within the economic groupings in Africa. These institutes as a professional body of practising bankers, should realise and fulfil certain objectives and goals. The main objectives of the banking institutes include among others:

(i) to encourage the study of the theory and practice of banking and for that purpose to institute a scheme of qualifying examinations and to award certificates scholarships etc.;

(ii) to promote information on banking and other related subjects through training programmes;

(iii) to support and protect the character, status and interest of persons engaged in or connected with the business of banking generally;

(iv) to collect and disseminate statistics and other data relating to the business of banking and relevant to the banking industry in general.

13.2.2 The banking institutes must offer to their members professional qualifications through a proper frame-work of the qualifying examinations to meet the changing needs of professional bankers and the banking industry in general. This will provide an opportunity to their members to equip themselves as professional bankers so that in the course of time they are able to occupy senior positions in the banking profession which has been changing very fast not merely in terms of business growth but also in terms of techniques based on innovations in the banking industry.

13.2.3 The banking institutes, therefore, have to evolve an organizational structure or an administrative set-up such that these objectives and goals are fulfilled fully and prompt and efficient service is rendered to the members from time to time. The organisational structure of banking institutes must have two compoments - a policy making body and a Secretariat:

(i) The policy-making body will define and lay down the objectives and goals of the institutes from time to time and prescribe policies to be implemented by the institutes to realise a set of objectives and goals. This policy-making body is known differently in different countries as the "Governing Council" or the "Board of Governors" etc. This must be composed of professional bankers, drawn from the banks and other financial institutions in addition to professional experts in the areas related to the subjects prescribed for the qualifying examinations. The functions and powers of this body, must be clearly defined in the constitution of the Institutes.

13.2.4 The body shall carry out the following functions:

(i) Establish the long-term objectives of the Institutes and the strategies by which they are to be achieved;

(ii) Define the specific policies in respect of finance, personnel and growth of the institutes;

(iii) Decide the organizational structure of the institutes for the management and administration of the affairs of the Institutes;

(iv) Select and appoint competent people to fill the key positions in the hierarchy of the institutes;

(v) Ensure the development of planning, information and control systems appropriate to the organizational structure and to use these systems effectively to ensure control over the activities of the institutes; and

(vi) Take decisions on such matters as are reserved for the Governing Body in the Articles of Association and to exercise such other powers which the Governing Body may decide not to delegate to others.

13.2.5 To facilitate quick decision making, the governing body shall appoint standing committees to be responsible for specific areas of activities of the institutes. The Standing Committees shall be as under:

(i) Executive Committee or Management Committee or the General purpose committee as may be differently called.

(ii) Examination Committee

(iii) Education and Training Committee

(iv) Publications Committee

(v) The Personnel Committee or Committee on Administration

(vi) Committee on Finance.

13.2.6 In order to facilitate the smooth operations of the standing Committees:

(i) The scope and the authority of Committees must be clearly defined. The members of the Committee must know clearly what authority is and the area in which they can take decisions.

(ii) The Committees should not be very large. If there are too many members, it is likely to cause more delay in the decision making process and therefore the membership of the Committees should be just sufficient to provide the necessary depth in the deliberations on the issues before the Committees.

(iii) The members of the Committee should be appropriately selected. The members of the Committee should be those who can contribute by reason of their knowledge, experience, or position to the decisions to be taken on the issues to be decided by such Committees.

(iv) An effective Chairman should be selected for the Committee. The Chairman plays a very important role in Committee Meetings. He should be able to grasp the issues before the Committee and guide and facilitate deliberations in order to arrive at a consensus. Therefore, the Chairman of the Committee should be selected very carefully.

13.2.7 The main function of the Governing Body, is to lay down the objectives and the goals of the institutes and the appropriate policies to be pursued by the institutes to realise these objectives. These objectives are realised through another part of the organizational structure based on the hierarchy of authority which is concerned and charged mainly with the responsibilities of administering and implementing the policy decisions taken by the Governing Body from time to time. This part of the organisational structure must reflect in the Secretariat of the institutes which must form the second component of the organisational structure.

13.2.8 The Secretariat, therefore, shall be staffed with competent and qualified persons as officers in charge of the various activities so as to be in a position to implement effectively the policies and programmes formulated by the Governing Body from time to time. The Secretariat of the institutes, shall be responsible for organizing, directing and controlling the various activities of the institutes so as to realise the objectives and goals laid down by the Governing Body from time to time. The Secretariat of the institutes will serve as the link between the members of the institutes and the Governing Body.

13.3 For Engineering

13.3.1 The organizational structure of a college or Institution of Professional Engineers will incorporate facilities for:

(a) (i) running courses, seminars and conferences

(ii) examining and awarding qualifications.

(iii) evaluating training and qualifications of other bodies

(iv) registering professional engineers

(v) regulating professional practice and enforcing ethical standards.

(b) Departments of design, manufacture and construction standards within relevant ministries of government.

(c) An office in the Ministry of Science and Technology where it exists or the Presidents' office devoted to special matters on Professional Development Engineering.

13.3.2 On operational mechanism:

(i) direct action through full time administration and supervision of training for engineers

(ii) gathering and dissemination of technical education and training information

(iii) direct links with and advice to industry

(iv) advice to government on professional engineering matters

(v) support and advice schools, technical colleges and universities.

13.3.3 Considering the institution as the main element of the organizational structure of the policy instruments as described, it will be necessary to provide more detailed objectives and functions under which it should operate.

14. Specific institution objectives:

14.1 A full listing of specific institution objectives is difficult, since local and/or regional conditions will determine requirements. However, any list suggested should include the following objectives to:

(i) Provide independent judgement of standards for engineering practice;

(ii) Promote the development of industrial and engineering skills;

(iii) Control standards of training relevant to local and regional needs;

(iv) Encourage and protect professional practice of nationals of the region;

(v) Promote the reputation and importance of the African trained engineer in industrial research, development and production;

(vi) Encourage the choice of engineering as a prime profession among School goers.

14.2 To achieve the objectives set out in the preceeding paragraph the institution should have among its functions the following:

(i) making decisions on acceptable standards of engineering education and practical training for admission to the engineering profession;

(ii) planning educational programmes and courses compatible with (i) above.

(iii) drawing up sylabi, organising the setting of examination questions, conducting examinations and marking of scripts;

(iv) preparing examination regulations and awarding qualifications;

(v) conducting examination reviews;

(vi) evaluating engineering curricula of local universities, colleges and institutes in accordance with standards set by the institution;

(vii) granting accredited status to universities, colleges and institutes meeting the required standards;

(viii) undertaking the evaluation of practical training and experience of prospective engineers and approving such training and experience;

(ix) assessing the potential of industries for practical training of engineering graduates to establish strength and reliability for providing approved training, and issuing list of recommended trainer employers and industries;

(x) registering of Professional Engineers and granting of licenses to practise;

(xi) drawing up of professional codes of practice and conduct;

(xii) assisting in securing employment of young graduates in engineering enterprises and providing a mechanism for the easy absorption of the registered engineer into key positions in industriy;

(xiii) providing facilities for careers counselling of young people interested in the engineering profession and developing attractions for the undecided studying science at school;

(xiv) serving as an advisory body to Government on engineering matters;

(xv) advising industry on the development of reliance on local and regional engineering capacities and acceptance of local and regional standards;

(xvi) performing functions of arbitration in matters of professional disputes among members and between members and other professionals or professional concerns;

(xvii) collaborating with other national, regional and international organizations in enhancing the stature of the profession in the region;

(xviii) sponsoring regional and international exchange of professionals;

(xix) developing schemes for the welfare of members and protecting their professional interests;

(xx) setting up the necessary organs and structures to carry out the functions in (i) - (xix).

14.3 Conducting examinations may prove the most critical of the functions listed above. For some countries itmay not always be necessary to develop within each institution independent boards for conducting all examinations. Where this is the case, the institution can concentrate on the assessment of the qualifications gained from degrees or diploma granting colleges for approving standards of training. The assessment process may even be made easier by regulating the accreditation process for colleges, so that universities and colleges are obliged to have an appraisal of their academic quality and professional status carried out at specific intervals, say, every three or five years. When a college's qualifications are inadmissible for automatic recognition and award of the institution's professional qualifications, supplementary examinations should be set for candidates with such unrecognised qualifications. In a fairly flexible system, the responsibility for setting such examinations could be delegated to one or more of those colleges or universities having accredited status with the institution. Holders of overseas degrees and diplomas could also be assessed for purposes of academic and practical clearance using the services of accredited local institutions.

14.4 The institutional structure should be such that the functions outlined above could be carried out as smoothly as possible. It should also ensure that there is an effective linkage between government, industry, and all relevant educational institutions, so that all concerned will fully contribute towards attaining the desired goals.

15. Institutional Structure

15.1 The Act establishing the institution as a statutory body should contain provisions specifying its structure. There should be a Council made up of eminent professional engineers appointed by the State Government. This body should be the policy making body of the institution. Working under its authority should be an Executive Head or Secretary General. He should have overall responsibility for the efficient operation of the organs of the institution. All such organs should be made responsible to the council and be controlled by it through the Executive Head. The executing organs of the institution should include Operating Boards, Departments within Boards, Committees, Sub-committees and Specialist Working Groups. The Operating Boards should include a Board of Professional Registration, a Board of Administration and Finance, a Board of Education and Training and a Board of Learned Societies. Membership of Boards should be by election among members in the institution's professional register, the first members, of course, being appointed by the Council. Each Board should be headed by a Director who should be responsible for all activities carried out by the departments constituting the Boards. Committees, sub-committees and groups should have specialist roles within boards and assist with implementation and coordination.

15.2 A model structure is suggested in Fig.1 for this general structure. Boards should be organised so as to reflect the nature of the tasks envisaged for them. In setting up the board of Professional Registration of higher technician diplomates, who may be awarded an intermediate grade of professional qualification until they are able to improve their educational and practical competence through taking new courses and/or remedial examinations. Such candidates should be allowed to present themselves for reassessment and periodic review of their standards until they can attain full professional status. A scheme for such a situation is given in Fig. 2. A typical Board of Education and Training structure is shown in Fig. 3. Provision is made for committees dealing with specific subject areas under the examination's department. Opportunities should be created for taking remedial examinations by persons wishing to upgrade their qualifications to enable them to reach standards set by the professional Registration Board. Thus, a Committee for remedial examinations has been included in Fig.3. Remedial examinations may be necessary not only for higher technician diplomates but also for those degree holders whose qualifications fail to meet institutions standards current at the time of their graduation.

15.3 Standard structures can be adopted for the Board of Administration and Finance. The Board of Learned Societies and other Boards may be established as the situation dictates. The Board of Learned Societies, if established, should ensure that societies formed for the advancement of knowledge in the various engineering disciplines are supported and made relevant to a nation's aspirations.

PROPOSED ORGANIZATIONAL STRUCTURE FOR AN INSTITUTION
OF REGISTERED PROFESSIONAL ENGINEERS

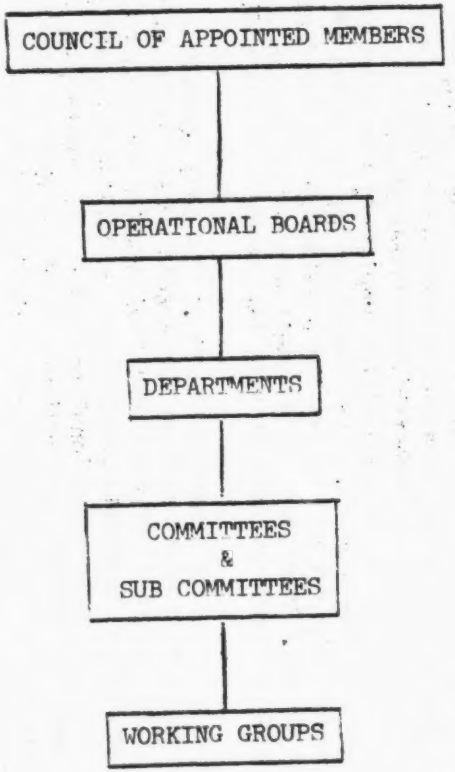

FIG I

SUGGESTED STRUCTURE FOR A BOARD OF
PROFESSIONAL REGISTRATION (BPR)

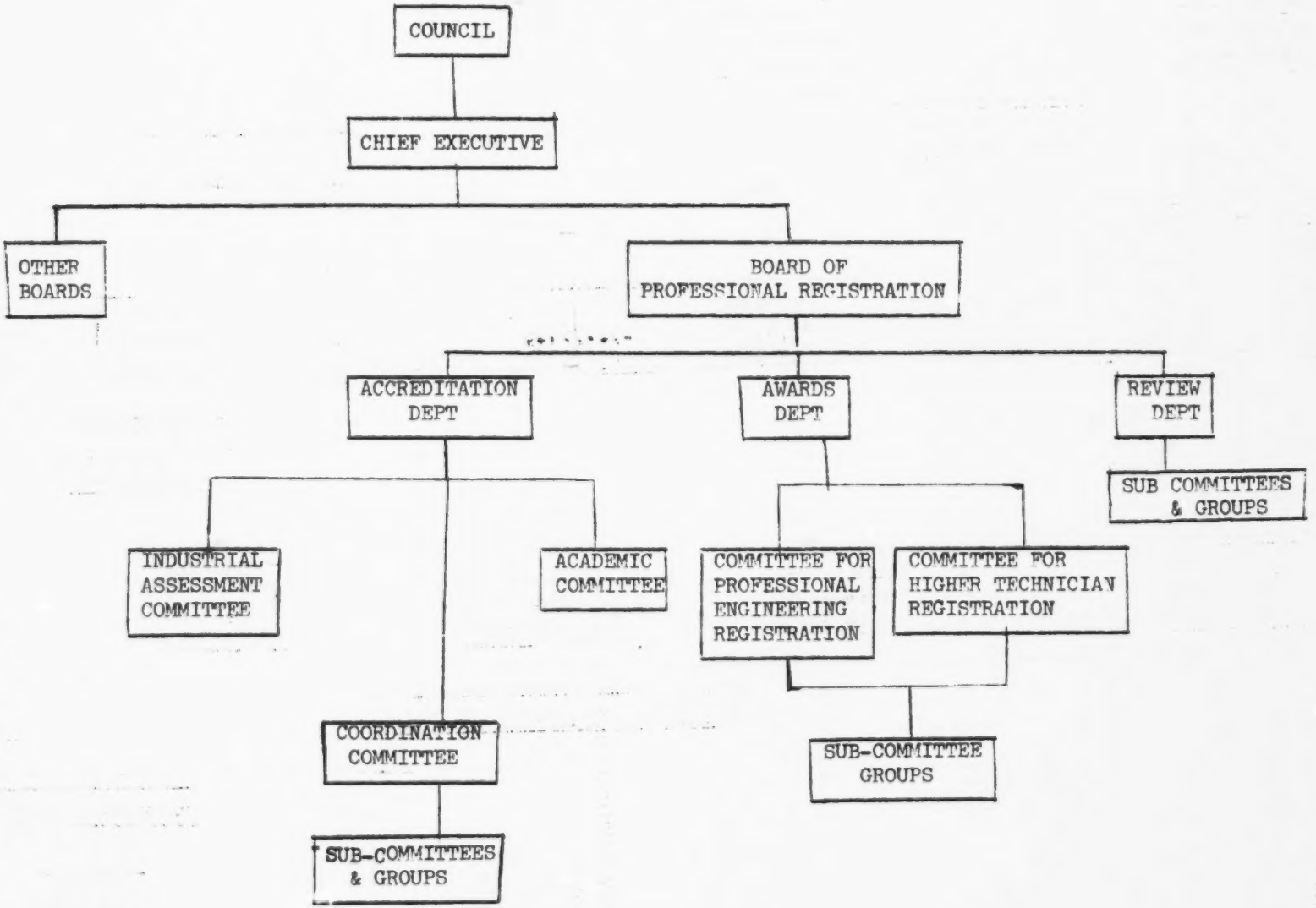

FIG 2

SUGGESTED STRUCTURE FOR A BOARD
OF EDUCATION AND TRAINING

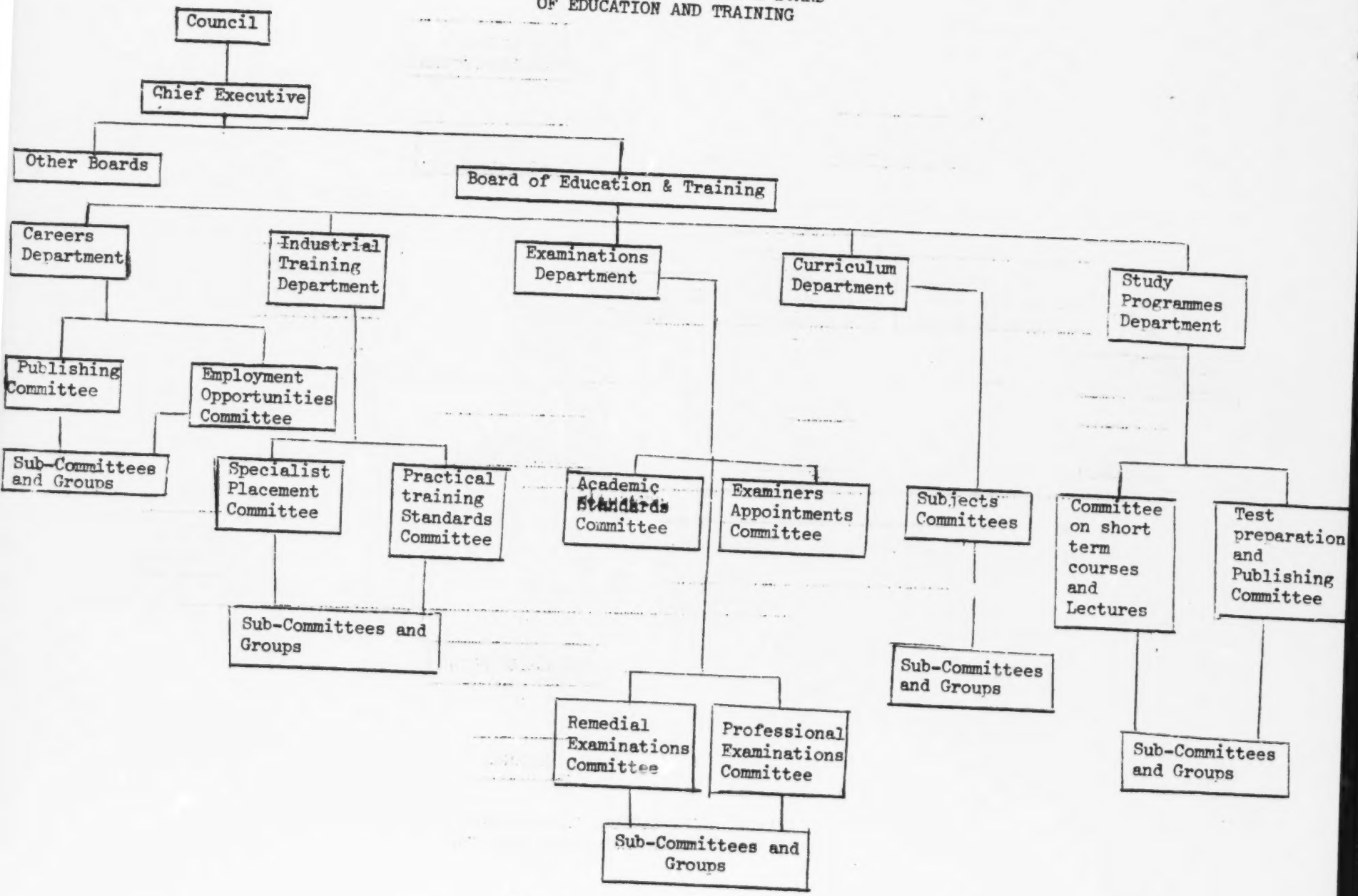

Fig. 3

15.4 The Regional institutional structure could be modified or extended to satisfy the requirements of a sub-regional or regional post graduate college for professional training. The Council would then become a Regional Council of professionals nominated by government of member States, and the composition of the administrative staff, board and committee members should reflect the multinational nature of the regional institution. The chief executive's position should be held in rotation by nominees of member Governents, and each member country should introduce laws recognizing the institution and subscribing to its objectives. New regulations should also be introduced in member countries permitting the practice of engineers qualified under the regional institution rules and regulations.

15.5 Nations which are unable to operate independent institutions may find a Regional Institution a most welcome solution to their problems. Such a Regional Institution should have close links with other similar national institutions, exchanging staff and other facilities. In a hybrid structure provision could be made for local institution representation in the Regional Council.

15.6 The institution should be recognized as an important instrument in effecting technical change and its role in the development process should be demonstrated by giving it special relations with the Ministry for Science and Technology, where such a Ministry exists, or else with the President's Office. While it is necessary to have this type of Government connection for reasons of stability and effectiveness some operational freedom and institutional autonomy is desirable and should be written into the Act establishing the institution. The issue of determining the sources of funding the institution's operation could be vital in establishing the extent of autonomy that could realistically be accorded such an institution. A substantial government grant will in many ways limit institutional freedom. To avoid this, industry should be called upon to play a significant role in funding the institution in the initial stages of its establishment. An important contribution of such sources of finance could take the form of endownment and annuities to reduce the regularity of appeals to the same groups. The pattern of funding could be decided upon during the planning stages and specific provisions written into the Act in certain local circumstances, to ava avoid future misinterpretation where it is important to combine the autonomy issue with the level of government and private financial participation. It should be remembered however that in some countries autonomy in education and training matters quite often evaporate with the passing of time even when private sources contribute to the educational costs.

15.7 Links should be extended to bring schools and certain non formal engineering groups within an inner circle of institution influence. Other links will be necessary in the wider context of association with other regional institutions, for example, the African Regional Centre for Technology and the African Regional Centre for Manufacture and Design, as well as with international organizations having similar professional interests.

V. POLICY AND LEGISLATIVE MEASURES

16. A professional "member" institutions or body exists to serve society and to protect society against quack operators. In establishing such professional institutes, legal framework within which the activities and functions of these professional institutes could be regulated. Such a legal framework ensures that only people who have been recognized by their fellow practitioners within definable rules are accredited to practice the particular profession.

16.1 In the case of setting up an Institution such as that of Engineering detailed legal provisions to be included in the Act setting up the institution should include:

(i) all functions specified already or anticipated for the institution

(ii) definition of an engineer, a banker and/or an accountant

(iii) definition of the Council or Governing Board and its various organs

(iv) the role of the council and its administrative positions

(v) the powers of the council and its various relations with government

(vi) privileges and renumeration for professionals engineers or accountants etc

(vii) the responsibilities of industries and their commitments to industrial training

(viii) authority for performing duties of arbitration

(ix) powers to withdraw membership

(x) penalities for providing false information to obtain membership and registration

(xi) penalities for practising without registration.

16.2 Given the above consideration in the rules and regulations to ensure that its members conduct their profession within the acceptable code of conduct and should have the power to coerce deviant members of the institution. The institution should be made responsible to its "profession" members, to Government and to the people of the country or countriesit serves. It should contribute meaningfully to the growth and respectability of professional practice to development of learned opinions on technical issues to development of innovative ideas and technology for use and consumption of governments and private sector organizations. It should be a centre for reference and an inspiration to all who wish for a technological transformation of the African communities.

VI. CONCLUSION

17. This paper has dealt with issues on localization of professional "membership" institutes "colleges" etc for examining, conferring qualifications, certifying and accrediting for professional practice focussing in accountancy, banking and engineering professions, the nature and scope of problem in relation to localization process has been reviewed. Existing professional institutes in accountancy, banking and engineering and their historical background as well as their inadequacies in producing the required trained professionals have also been reviewed. The paper has considered various factors necessary for the establishment of credible professional institutions. Suggested guidelines including, objectives, policies, organisational structure, functions and activites for such institutions have been outlined.

17.1 The emphasis in the professions discussed in this paper is primarily for their contribution to socio-economic development and also because these professions - accountancy and banking in particular - were late to be taken up by African governments and institutions. They represent most of the scare middle and higher level skills not readily available locally: and the scarcity of which constitutes a real constraint to national development efforts. From the human resources planning angle, these professions and other related professions need to be better organized and brought under the influence of professional institutes and or bodies to ensure quality of training, standards of practice and adequate supply of qualified personnel. In this way, governments become involved in the development of these professions as much as the practitioners themselves. Such human resources planning cannot be effective in attaining its objective unless the professions concerned are localized in terms of curricula, syllabi, teaching methods course contents examinations; their certification and accreditation procedures and conditions. As long as these critical elements are foreign based and controlled by foreign professional bodies, any national effort to ensure adequate supply of the related professions and relevance of training is likely to fail as has been the case in accountancy training for example.

17.2 The above necessarily gives rise to some institutional arrangements for the establishment and development of professional institutions for the training of required professionals. The establishment of professional institutions as outlined in the guidelines in this paper would if effected undoubtedly have useful roles to play in the development of the required professional ethos and skills in engineering, accountancy, banking. insurance and other related professions. Besides providingfacilities for the production of more engineers, bankers etc. these institus will also harmonise the various professional bodies in the region confer certificates and accredit accountants,engineers and bankers in the region for practice anywhere in the region. This would all go towards the ultimate goal of enhancing economic, social and financial development in the region.

17.3 As regards harmonisation of professional examination in Africa, the stage has reached where efforts should now be made to gradually harmonise the various professional examinations for the following reasons:

(i) A certificate issued by a body or institute certifying all practitioners in a particular profession in Africa will command more acceptability and respect.

(ii) A fussion of professional qualifications will also facilitate the formulation of uniform practice in a particular profession.

(iii) It will create a bigger market to make the production of reading materials viable.

(iv) A unified examination systems will foster:

(i) African Unity and better understanding among African States;
(ii) cross boarder sharing and use of professionals without bias.

17.4 To sum up, as it has been highlighted in this paper, the problems of localizing professional training, examinations, qualifications and setting standards in Africa are many. However, at this age of social and economic crisis in Africa, localization of professional institutes and training is necessary to enable the various professions within the continent make their rightful contribution to the development of the continent, and to maintaining political and economic stability, and to fourthering co-operation among African countries. These problems could gradually be reduced with more efforts given towards effective localization measures.

SUMMARY OF CURRENT SITUATION

roblem Areas	Policy on localization (a)	Curricula and Syllabus (b)	Professional Associations (c)	Legislative provision for ensuring or promoting localization (d)	Institutional arrangements made by government and/or profesional body for preparing candidates for examinations (e)	Availability of full time teachers and research personnel in accountancy (f)	Subregional or multinational co-operation (g)
enya	Favourable legislative backing obtained; effective 1969	Available since 1969	Obtained Legal Recognition 1977	Obtained legislative backing in 1977. However retrospectively from 1969. Also Governmental schemes of service and industrial training fund legislations exist	Kenya Institute of Public Admin., Polytechnics, Strathmore College, other private institution and correspondence courses	Exist but inadequate	Did contact foreign professional bodies for assistance initially. Originally intended a regional institute
igeria	Favourable Legislative backing obtained 1965	Available since 1965	Set up by Act of Parliament in 1965	As provided in Chartered Accountants Act and other anciillarry legislation. Industrial Training Fund Legislation exists	Currently no formal educational institutions designated for the purpose. From 1981, 12 universities and Polytechnics to be involved directly in the training up to a certain stage. Currently, private tuition and correspondence courses as main source of qualification for final examinations	Exist but inadequate	Did contact foreign professional bodies for assistance initially. Have plans for regional co-operation

	(a)	(b)	(c)	(d)	(e)	(f)	(g)
Ghana	Favourable Legislative backing obtained 1963	Available since 1963	Set up by Act of Parliament in 1963	As provided in Chartered Accountants Act and other ancillary legislation e.g. the Aliens Act. 1963 and the Aliens Amendment Act 1965	Polytechnics involved in preparing candidates for up to intermediate examinations. Institute of professional Studies prepares candidates for external examinations. University of Ghana introduced professional course jointly with Institude from 1974 to 1976. Currently private tuition and correspondence as main source of qualification	Exist but inadequate	Did contact foreign professional bodies for assistance initially. Still get foreign assistance, e.g. through British council for professional training
Tanzania	Fabourable Legislative backing obtained 1972	Available since 1972	Set up by Act of Parliament in 1972	As provided by Act 33 of 1972 and other ancillary legislation	Currently private tuition and correspondence courses as main source of qualification	Exist but inadequate	Were initially provided with the UN assistance. Still gets some foreign assistance

	(a)	(b)	(c)	(d)	(e)	(f)	(g)
Uganda	Favourable No legislative backing yet. Constitution in draft	Non available	Set up in 1974 but no legal recognition	Drafted in 1970 but not yet implemented. 1970 provisions now obsolete. Need revision	Some Polytechnics provide courses for external examinations	Exist but inadequate	Currently country in status of flux.1/
Sierra Leone	Favourable No legislative backing yet. Constitution in draft	Non available	Set up in 1960 but no legal recognition	Still in draft	Non existent	Exist but inadequate	Send students overseas for professional training
Ethiopia	Favourable but no effective action taken	Non available	Non existent	Non existent	Non existent	Exist but inadequate	Send students overseas for professional training
Sudan	Favourable proposals for constitution in progress	Non available	Non existent	Still in draft	Khartoum Polytechnic and Institute of Accountancy studies prepare candidates for external examinations	Exist but inadequate	Send students overseas for professional training

1/ At the time this report was being prepared.

	(a)	(b)	(c)
Ivory Coast	Favourable but no effective action taken	Non available	Non existent
Swaziland	Favourable but no effective action taken	Non available	Non existent

(d)	(e)	(f)	(g)
Non existent	Non existent	Exist but inadequate	Send students overseas for professional training
Non existent	Non existent	Exist but inadequate	Send students overseas for professional training

SUMMARY OF CURR

	(1)	(2)	
Kenya	Provision of suitable permanent acoommodation for the office of KASNEB. Also with the separate and idenpendent status of the Institute and Registration Board separate accommodation and secretariat needed	Absence of reliable manpower surveys and forecasts to determine approximate manpower needs in the field of accountancy generally and, breaking the figures down to different grades and/or cadres of accounting personnel. Yet country complains of acute shortage of accountants	Sho non lity qua ed ence nel tan cute and nal mes tion tuti
Nigeria	N/A because very magnificient secretariat building for the Institute recently opened. Only Institute in Africa currently with that facility	Same	Same

NT PROBLEMS

(3)	(4)	(5)	(6)	(7)
tage and/or availabi- of ade- qualifi- d experi- l person- n accoun- to exe- training ducatio- rogram- n educa- l insti- n	Non-availability of suitable locally produced textbooks and teaching aids based on local laws and environment. However, problem receiving attention. Some textbooks based on local laws and practices published	Kenya Institute of Public Administration and Strathmore College specially cater for professional training at advanced stage, However, the facilities are currently inadequate	Determination of Registration/exemption status of people with post-graduate degree in accountancy	"Brain drain" not a serious problem to Kenya since most Kenyans prefer to stay in their country and work
	Same as Kenya	Absence of institutions specially reserved for the training of profesionally qualified accountants. New arrangement effective from 1980 does not provide for full time education for the complete professional examination	Same as Kenya	Not a serious problem in Nigeria. Because economy is booming. Aliens particularly from neighbouring countries make up for the void created by Nigerians prefering to work outside Nigeria

	(1)	(2)	(3)	
Ghana	N/A because activities of the Institute have not been expanding fast enough to a warrant construction of permanent accommodation	Same	Same	Same and but text base locs publ yet
Tanzania	N/A because Institute quite young. Also activities have not been expanding fast enough to warrant permanent accommodation	Same	Same	Same
Uganda	N/A because no professional body exists legally	Same	Same	Same

(4)	(5)	(6)	(7)
as Kenya 'igeria ot ooks l on laws shed	Absence of institutions specially reserved for the training and education of profes-sional accoun-tancy students. Arrangements with Univer-sity of Ghana between 1974 and 1976 un-successful. Suspended	Same as Kenya	Serious pro-blem in Ghana. Because of current eco-nomic hardships people prefer to work outside the country
as Ghana	Absence of specially re-served insti-tutions for the training of professional accountancy students	Problem not arisen yet	Not a serious problem since most Tanzanians prefer to work in Tanzania
as Ghana	Problem does not arise because no local Insti-tute establi-shed legally yet. However, need for special institution exists	N/A because Institute has no legislation backing	Similar to Ghana except that poli-tical considera-tions might out-weigh economic factors

	(1)	(2)	(3)
Sierra Leone	N/A because no professional body exists legally	Same	Same
Ethiopia	N/A because no professional institute exists	Same	Same
Sudan	N/A because no professional institute exists legally	Same	Same

(4)	(5)	(6)	(7)
Same as Ghana	Same as Uganda	N/A because Institute has no legislative backing	Problem has not arisen yet as since there is only a limited number of accountants and since the rate of inflation is not too unreasonable
Same as Ghana	Same as Uganda	N/A because no local Institute formed yet	Similar to Uganda
Same as Ghana	Same as Uganda	Constitution for Institute in process. Yet problem has already arisen because of large number of post-graduates in accountancy	"Brain drain" large number of qualified personnel prefer to leave Sudan for oil rich African countries to work in search of higher standards of living

( )	(1)	(2)	(3)
Ivory Coast	N/A because no professional institute exists	Same	Same
Swaziland	N/A because no professional institute exists	Same	Same

(4)	(5)	(6)	(7)
Same as Ghana	Same as Uganda	N/A because no local Institute formed yet	Problem not so pronouced because of existence of large number of french qualified staff
Same as Ghana	Same as Uganda	N/A because no local Institute formed yet	Problem does not arise since there is only a limited number of Swaziland qualified professionals and since rate of inflation not too unreasonable

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